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ABSTRACT

For the purpose of raising the level of safety, encouraging educational institutions and training programs to develop leaders, providing information for programs, establishing a base for communication with land use agencies, and providing information for school and agency custodians of potential students, the manual outlines "Accepted Peer Practices" for adventure programs in North America. The reference recommends 16 administrative practices; offers information for general practices in administration, staffing, participants, activities, equipment, and facilities; and identifies basic instructor qualifications in regard to first aid, group facilitation and leadership, environmental ethics, weather, and navigation. A major section of the guide includes common practices for adventure program activities that are arranged from most basic to most complex and divided into environments of land, water, and air. Each activity provides information concerning instructor/participant ratios, safety/conservation equipment, safety practices, conservation practices, and leadership qualifications. Other sections cover emergency practices for first aid, evacuation, search and rescue, and notification; accident/incident data collection; safety review practices; and common practices for programs serving special populations. Appendices contain a bibliography, list of resource people, forms, equipment lists, Personal Flotation Devices information, American Whitewater Affiliation Safety Code, and emergency procedures. (ERB)

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ACCEPTED PEER PRACTICES

IN

ADVENTURE PROGRAMS

Compiled by

Karl M. Johnson

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Association

for

Experiential Education

ACCEPTED PEER PRACTICES

IN

ADVENTURE PROGRAMMING

Compiled By:

Karl M. Johanson

For:

Risk Management Committee
Association for Experiential Education

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Box 249
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Boulder, CO 80309

A.E.E. ACCEPTED PEER PRACTICES in ADVENTURE PROGRAMMING

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I. ACKNOWLEDGEMENTS:

During the past eight years, many concerned adventure program leaders and administrators have been part of the process which led to the development of this manual. Two groups of individuals have contributed to the major phases of the process, with considerable overlap in leadership between the groups.

The first group includes those who have worked through the years from within the Association for Experiential Education (A.E.E.) and the A.E.E. Special Interest Group, Adventure Alternatives in Corrections, Mental Health and Special Education (AACMHSE). In this group are: Gordon Cardwell, Rob Dawson, Pete Viele, Rocky Kimball, Jed Williamson, Paddy Meade, Ted Wichmann, Alistair McArthur, Rich Weider, Ted Moores and Mike Mobley.

The second group includes all those who helped write the source documents that were used to draft this manual. The documents were contributed by a variety of individuals, agency and program staffs and committees. They had worked extremely hard developing standards, guidelines, manuals and handbooks for their own use. Without their previous efforts, this manual would have been impossible to compile. The individuals in this large group made a significant contribution to the advancement of adventure programing. David Cockrell, who editied the first drafts of the "Standards and Guidelines for Outdoor Adventure Programs in Virginia", deserves special recognition for developing the format used as a foundation for this document. {A complete list of the source documents is included in Appendix 1.}

I would particularly like to thank Jed Williamson for his friendship over the years and for trusting me to complete this project. That trust would have been misplaced without the constant support of my wife Bobbie, who has maintained an environment around me that has allowed me to work. Our son, Klayton, was born at home this past summer and Bobbie has juggled her part time job, a new baby, our daughter Heather's busy first grade schedule, visiting relatives, moving to a new apartment and a husband who, when he wasn't away at a full-time job, disappeared for days and nights into the computer room.

I would also like to thank the first draft readers and the committees that worked with them. {The readers have been listed in Appendix 2.} Their efforts greatly strengthened the final document. I have also been privileged to work closely with Mike Mobley who has headed this project and served as the liaison to the A.E.E. Board. Without his unswerving support, the document would not have been endorsed and published by the A.E.E..

Karl M. Johanson, March 1984

II. INTRODUCTION: The purpose of this manual is to provide a reference guide to the common practices of adventure programs in North America. The manual has been developed to help provide quality outdoor adventure programming which is safe for participants and conserves the natural environments used by the programs. Since adventure program staff members need to conduct themselves as reasonable and prudent professionals, it is important to know what others in the field are doing.

What, then, are "Accepted Peer Practices In Adventure Programming?" The answer is evident when one considers the process which led to their compilation. Concern for quality, safety and conservation in adventure programming pre-dates the incorporation of the Association for Experiential Education in 1976. Discussions of these topics have been on the agenda since the first A.E.E. convention in 1972. Gradually, two schools of thought developed within A.E.E. One believed that a system of INDIVIDUAL CERTIFICATION should be developed by A.E.E. in order to insure professional programming. The other favored development of PROGRAM STANDARDS and GUIDELINES. The two schools engaged in years of discussion and debate. In 1980, the general membership of A.E.E. voted to approve ten recommendations from the Ad Hoc Task Force on Risk Management, these called for the development of program standards and guidelines, and did not endorse developing a system of individual certification. (The approved recommendations are included as Appendix 3.)

The initial draft of these recommendations had been developed by the Steering Committee of the A.E.E. Special Interest Group called Adventure Alternatives in Corrections, Mental Health, and Special Education (AACMHSE). This group, which formed in 1977, had decided in 1978 to develop program standards and guidelines to be used as the basis for peer review. At the time of that decision, AACMHSE members feared that governmental agencies would develop restrictive licensing standards in response to injuries and deaths in the adventure programming field. Before AACMHSE could develop its standards, several jurisdictions did, in fact, mandate standards for outdoor programs under their control.

Many of the members of AACMHSE were programs which had been established by governmental agencies or were funded by government contracts. Consequently, these programs were extremely vulnerable to outside intervention by authorities unfamiliar with the day-to-day operation of adventure programs. At the time of the passage of the 1980 recommendations, many A.E.E. programs outside AACMHSE were also threatened by outside interventions and regulation. The adventure programming field was extremely vulnerable without a published document compiling common professional operating practices.

In October of 1981 the A.E.E. Board, acting on the recommendations, set up an ad hoc Safety Committee which was to: (1) develop a written set of "Peer Practices for Safety and Leadership in Adventure Programs;" (2) design a data collection, storage and analysis system; and (3) run a pre-conference session at the 1982 A.E.E. convention. The Board Vice President, Jed Williamson, was designated as Chairman of the Safety Committee. Two plans were developed. The first assumed funding of a proposal which had been prepared by the A.E.E. and the Interstate Consortium on Residential Child Care, and the second which assumed no funding. The committee proceeded under the first assumption, and had its members submit existing standards and guidelines for program safety and leadership. These documents were to be used as the source documents for a serier of face-to-face group editorial meetings which were to be held during 1982.

When no funding was developed, the second plan had to be implemented. Under this plan, the source documents, were forwarded to this editor, who compiled them into a draft document. Because the source documents had no consistent style, scope, philosophy or format, the material had to be rewritten and reformatted. In some program activity areas, the editor did not have extensive personal experience and/or the source documents were either limited or non-existent; therefore, no accepted peer practices were drafted. Those programming areas were left to be compiled for future editions.

The first draft was submitted to the Safety Committee at the 1983 A.E.E. convention at George Williams College. Forty copies were distributed to A.E.E. Board members, Safety Committee members and other selected professionals. The "readers'" comments and suggestions and new source documents were used to prepare a second draft. This draft was read by a small group of Safety Committee members and then was submitted to the A.E.E. Board. After acceptance by the Board, the first A.E.E. endorsed "ACCEPTED PEER PRACTICES" was published in the summer of 1984.

"ACCEPTED PEER PRACTICES...", here after referred to as A.P.P., was developed by combining the common aspects of programs currently operating in North America. The A.P.P. is an edited composite of the guidelines previously developed by individual programs and agencies. The Safety Committee did not attempt to develop a document which would restrict or exclude programs. Instead, the A.P.P. was compiled to provide useful information to adventure programs in North America. Those programs which choose to "ACCEPT" the "PRACTICES" for use in their programs, will become the "PEER"s. In this manner, a natural association of programs will be developed.

This voluntary association of programs using the A.P.P. will become the monitoring body for the "PRACTICES". As experience or research indicates a need for potential change, a suggestion for such a change can be forwarded to the A.E.E. Safety Committee. If the committee thinks the suggestion has merit, then a draft of the proposed change will be sent to the peer programs registered as using the A.P.P. If the feedback supports the suggested change, then a revised "ACCEPTED PEER PRACTICE" will be distributed. A similar process will be used to add new sections when they are needed.

The process that will be used for changes and additions is essentially the same process that was used to develop the original manual. That process defines the terms used in the title:

1. **ACCEPTED**----Reviewed and endorsed by the A.E.E. and participating adventure programs.

2. **PEER**--Programs within A.E.E. with similar concerns for safety of participants and protection of the environment.

3. **PRACTICES**---The common methods used by programs and individuals.

4. **ADVENTURE PROGRAMMING**--Programs which conduct activities of the types described in the A.P.P.

The result is a natural, synergistic process which encourages change and growth. The manual will be useful because it is the product of the input from a rich variety of adventure programs. As the input changes, so will the manual.

III. GOALS of the A.E.E. ACCEPTED PEER PRACTICES:

1. To raise the level of safety, environmental awareness, and quality in outdoor adventure education programs by compilation and dissemination of common practices.

2. To encourage educational institutions and training programs to develop outdoor leaders who are knowledgable of and skilled in common practices.

3. To provide information for programs to use as a foundation for voluntary peer review.

4. To establish a base for communication with land use agencies on topics of mutual concern, such as safety and conservation.

5. To provide information for communication with school and agency custodians of potential students.

The A.P.P. has not been written for particular programs or environments; instead, it is expected that each program will develop practices specific to their program and develop a written selection and review process for those practices. Programs should then have both their practices and the selection and review process formally approved by their board of directors or made part of contracts with funding agencies.

The A.P.P. may be adopted by governmental bodies which may then mandate their use by programs under their jurisdiction. Other governmental or regulatory bodies may use the A.P.P. as a foundation for development of their own standards. It is hoped that when the A.P.P. is used in this way, the resulting regulations will reflect the goals and philosophies expressed in the A.P.P. and that programs already using the A.P.P. will be included in the development of such regulations.

The A.P.P. is intended to increase safety and quality consciousness in all adventure program staff and participants. Common practices are not "standards." When individual program practices differ greatly from common practices, the special circumstances and reasoned judgment which were used to develop the individual program practices should be well documented. Individual programs may question why their program practices differ from common practice.

The A.E.E. intends for the A.P.P. to encourage safe, professional, adventure programming; however, the A.E.E. does not certify, accredit or endorse the operation of any specific program or individual, nor may the A.E.E. or any of the contributors, be held responsible for the actions of those who use the manual.

IV. GENERAL SAFETY PRACTICES: Adventure program staff members are charged with the responsibility of providing for the safety of program participants. This obligation requires that instructors conduct all activities within safe limits. Instructors must prepare participants to deal with the demands of the program by using orientation and technical skill training and by encouraging the development of the necessary level of physical, mental, and emotional preparation.

Because of the nature of adventure programming, instructors should integrate safety into every aspect of the participant's learning experiences. Activities which involve risk require prudence and care in their undertaking. To avoid accidents or deal successfully with problems if they occur, well considered judgment must be exercised at every level of a programming.

Safety is not merely following correct practices; it is also an attitude which must be carried into every part of a program. Unless this attitude pervades the entire program, it will be impossible to operate a safe, high-quality adventure program.

The following are **GENERAL SAFETY & ADMINISTRATIVE PRACTICES** which apply to all program levels and to all activities:

1. Safety policies established by a program apply regardless of the skill level of the participants.

2. Written policies provide a basic foundation for judgment; conditions may warrant precautions more restrictive than the stated policy.

3. Any departure from specific safety policies must only be in emergency situations to significantly enhance safety, and involve a carefully developed, rational, and defensible plan.

4. Illegal drugs and alcohol: Unless prescribed by a physician, drugs are incompatible with adventure programming. The use of drugs while on a field experience potentially jeopardizes the safety of both participants and staff members. Therefore:

4.1. Staff or participants should not possess or use illegal drugs or alcohol on any field experience.

4.2. Participants who refuse to refrain from using illegal drugs or alcohol while taking part in a program activity, should be removed from the activity.

4.3. Staff or participants who take prescription medicines that may interfere with their ability to perform a given program activity should refrain from participation in that activity.

5. Signed "assumption of risk" statements are recommended for use in documenting participant and/or parental understanding of inherent risks. {Appendix 4 is a sample "Assumption of Risk" form.}

6. Program activities should conform to applicable state, provincial, and national laws, regulations and standards, unless individual program policies are more restrictive.

7. Prior to field activities, programs should secure necessary permits and/or permission for access to the activity area and pay all required fees.

8. Prior to field activities, any required itineraries and participant lists should be filed with the appropriate regulatory and land-use agencies. {Appendix 5 provides an example.}

9. When securing access to a field activity area, programs should accurately represent the nature of its activities, its itinerary, the type of participants, and its methods of funding.

10. Participants should have the specific permission of the supervisor, instructor, or leader before participation in any activity sponsored by the program.

11. The instructor immediately responsible for participants should be familiar with the environment to be used for an activity and trained to conduct the activity during the seasons of scheduled operation.

12. A safety briefing which sets the tone should be part of every potentially dangerous activity. Participants should understand the risks inherent in the activity before it begins.

13. Minimum staff/participant ratios should be established for all field activities.

14. A first aid kit and emergency evacuation materials should be present during all field activities. {Appendix 6 includes examples of contents.}

15. No participant should be placed in a position of responsibility for the safety of others without having received specific instructions and demonstrated to the supervisor(s) the ability to perform satisfactorily.

16. Participants should not be permitted to participate alone (i.e., on their own, away from the group or instructors) in most adventure program activities. Programs should be aware of the legal implications of permitting solo activity.

GENERAL PRACTICES:

1. ADMINISTRATION:

1.1. ORGANIZATION--Each program should:

1.1.1. Have a written statement of program goals and specific objectives, including those for participant development.

1.1.2. Have a written comprehensive program plan which is based on the program goals. The plan should be periodically reviewed and modified as needed.

1.1.3. Have a system for periodic program evaluation. The system should include all areas of operation and involve participants, parents and/or custodians, staff, and boards or committees which sponsor the program.

1.1.4. Have written statements, available to the public, which clearly specify the program's philosophy, application requirements, and eligibility for participation. (Appendix 7.)

1.1.5. Insure that all, written and audio visual, promotional materials realistically portray program activities.

1.1.6. Insure that the program administration has information on each participant and staff member including: full names, age, home address and telephone, signed "medical release" forms, full information on parents or guardians of minors, names and phone numbers of persons to contact in case of emergency, emergency medical information, including insurance #s and names of physicians. (Appendix 8.)

1.1.7. Develop written procedures for verifying absentees and returning participants to authorized persons.

1.1.8. Develop a written policy to insure proper confidentiality of personal records.

1.1.9. Develop a system of fiscal management which includes a budget, a monitoring process for income and expenses, and provisions for a yearly audit.

1.1.10. Develop and maintain a written risk management plan that includes a safety and accident prevention plan implemented through identification of risks, provision of protection systems, safety education for staff and participants, and establishment and enforcement of safety standards and procedures.

1.1.11. When programs use permanent or semi-permanent, storage, sleeping, meeting, and food service areas, they should insure that these areas area maintained in clean, safe, and sanitary conditions which meet the standards imposed by the appropriate licensing and administrative agencies.

1.1.12. Provide all staff members with written emergency procedures for implementation in the environments used by the program.

1.1.13. Have a written search and rescue procedure for persons lost, missing, or runaway.

1.1.14. Have a written plan for emergency communications which is reviewed with each staff member and traces the following lines of communication: persons at a potential accident site, administrative and health personnel, community emergency health services, family and custodians of participants and, when and where appropriate, law enforcement officials.

1.1.15. Make provisions for emergency transportation which is provided either by the program or by community emergency services with whom prior arrangements have been made.

1.2. INSURANCE--Each program should maintain coverage including:

1.2.1. Participants: basic accident coverage to insure those not covered by their own or their custodian's policies.

1.2.2. All staff members and volunteers: general and professional liability, including coverage for legal services for civil and criminal litigation. All full-time staff: health and accident coverage. All staff: workman's compensation.

1.2.3. Board members and directors: specifically designed professional liability coverage separate from program general coverage.

1.3. TRANSPORTATION--Each program should:

1.3.1. Maintain written evidence that all motor vehicles are regularly inspected, serviced and maintained to insure safe operating condition.

1.3.2. Equip vehicles used to transport staff or participants with a stocked first aid kit, driver information sheet, and emergency accessories such as tools, fire extinguisher, and flares and/or reflectors. (Appendix 9.)

1.3.3. Maintain written driver qualification and training standards for those staff who will drive program vehicles used to transport participants.

1.3.4. Maintain safety procedures for all vehicles used for transportation of staff and participants and have written guidelines where appropriate. These procedures should include safety education, loading and unloading, seating, highway stops (planned and unplanned), and adequate supervision which takes into account the age, mental ability and physical condition of all participants.

1.3.5. Insure that persons transported in wheel chairs are belted in the wheelchairs and that the wheelchairs are in locked positions and secured to the vehicles. Seatbelts are to be removed when in watercraft.

1.3.6. Not transport participants in open bed trucks and trailers. When not on public roads, speeds should be limited to 10 mph if participants must be transported in open vehicles.

1.3.7. Not allow passengers to ride on the top of a load of supplies or equipment.

1.3.8. Schedule driving shifts which do not exceed four hours. Drivers should avoid driving continuously for long periods of time.

1.3.9. Use seatbelts when transporting participants.

1.4. HEALTH CARE--Programs should:

1.4.1. Have written health care plans which are reviewed annually and specify responsibilities and procedures for first aid, emergency medical care, emergency medical transportation, care by physician and/or hospital, daily sick call, supervision of health and sanitation practices, and routine health care for participants and staff.

1.4.1.1. Have a licensed physician and an attorney approve the health care plan, both initially and following major changes.

1.4.1.2. Have particular health care procedures which apply to any special populations served.

1.4.2. Insure that all staff who provide health care to participants are furnished with written procedures, appropriate special training and adequate supplies and equipment.

1.4.3. Have field staff maintain health care records on all participants who are injured or ill, including a daily medical log which describes the specifics of the illness or injury, specific treatment or procedures used, including medication with time and date of administration, and reference to completed accident reports.

1.4.4. File field health care records and completed accident reports at the administrative headquarters of the program. These records should be retained for seven years.

1.4.5. Store all prescription drugs in a secure container or in the possession of the person for which they have been prescribed. Prescription drugs should only be used for situations and in dosages approved by an M.D.

1.4.6. Provide staff with information on the use and possible side effects of the prescription and the non-prescription drugs in the first aid kit.

1.5. FOOD/NUTRITION--Each program should:

1.5.1. Have a written plan for food/nutrition which includes the following factors:

1.5.1.1. Records of food purchases and inventories which are cross referenced to suggested maximum shelf life.

1.5.1.2. Menus which meet the government suggested daily minimum dietary requirements and provide for the special energy requirements of planned program activities and the season of operation.

1.5.1.3. Storage and issue procedures which protect against contamination and maintain freshness and nutritional values.

1.5.1.4. Provisions for special foods and menus which meet the religious and/or medical needs of participants.

1.5.1.5. Procedures for food handling and preparation which insure proper standards of health and sanitation.

1.5.1.6. Procedures for dish washing and rinsing, food storage and utensil storage for both basecamp and mobile situations.

1.5.1.7. Procedures for regular inspection of food storage and issue facilities.

1.5.2. Provide for approval and regular review of the food/nutrition plan by local health authorities and by a registered dietitian. When major changes are made, the plan should again be reviewed and approved.

2. STAFFING:

2.1. ADMINISTRATION--Programs should have:

2.1.1. Employment contracts with each staff member which include salary or wages, term of employment, benefits, job description and personnel policies.

2.1.2. Written personnel policies which address the following areas: Remuneration, time off, absence from work, medical examinations and health histories, insurance, conditions of severance, performance evaluation, personal conduct, special conditions of service, driving record, payroll information including allowable payroll deductions, vacation and leave policy, staff organizational chart with job descriptions for each position, and grievance procedures.

2.2. SELECTION--Programs should actively recruit the highest quality of potential staff through the use of professional networks and by actively soliciting recommendations from other programs. The program should provide a written list of staff duties and program expectations to all applicants. Program administrators not having the specific program experience necessary to select staff should involve other program staff or consultants in the selection process. Where required by law, no program will discriminate in its employee selection process. Programs that work with special populations should endeavor to recruit, hire, train and promote staff who represent those special populations. (Sample interview questions are included in Appendix 19.) Suggested factors for consideration when selecting program staff include:

2.2.1. Has knowledge and technical skill above the levels that will be taught to program participants.

2.2.2. Has first aid skills appropriate to the setting, activities, and participants in the program.

2.2.3. Demonstrated level of fitness and conditioning appropriate for expected activities and reserves which would be sufficient for emergency response.

2.2.4. Has interpersonal maturity, personal organization, and initiative as evidenced by previous leadership responsibilities in adventure programming.

2.2.5. Has adequate group skills including: group management, teaching, problem solving, crisis intervention, and planning.

2.2.6. Has demonstrated individual communication skills which can be applied to peers, participants, and outside agencies, including members of the public.

2.2.7. Has the ability to fulfill administrative and logistical requirements of the program.

2.2.8. Has the ability to support the philosophy and behavioral objectives of the program.

2.3. TRAINING--Program administrative and/or supervisory staff should have experience in all activities used by the program. This experience should be sufficient to judge demonstrations of field staff leadership qualifications specific to each activity area. Each program should have a written staff training plan which includes individual staff training plans and records. Individual training plans should include specific goals and objectives and time-frames for their completion. The following factors are suggested for consideration when developing, program and individual, staff training plans:

2.3.1. All staff should be trained in the legal and liability aspects of their work and be made aware that their actions must be those of a reasonable and prudent professional. The three major factors in professional conduct are:

2.3.1.1. Supervision: Staff should know the difference among specific, general, and no supervision situations and be able to identify unsafe conditions and teach to safe practices.

2.3.1.2. Conduct of the activity: Participants should be instructed in progressions appropriate to the activity and the activity should be geared to the emotional and physical maturity of the participants.

2.3.1.3. Safety equipment and environmental conditions: Safety equipment must be operational and the activities should be adjusted to the existing environmental conditions.

2.3.2. Training should tie program activities to overall program goals and objectives.

2.3.3. Training should include familiarization with program sites and known hazards in those areas.

2.3.4. Training should include response to potential emergency situations such as accidents, evacuation, search and rescue, and death.

2.3.5. Training should include program lines of communication and supervision which apply to routine operations and those which apply to extraordinary situations.

2.3.6. Training should include program history, tradition, and ritual as it applies to participants and various staff positions.

2.3.7. Training should be specific to the unique needs of special participant populations.

2.3.8. Regular refreshers or retraining sessions on program policies and procedures as well as outdoor skills should be conducted for experienced staff.

2.3.9. When the training objectives are not specific to adventure programming, trainers and/or training opportunities from outside the organization should be considered.

2.3.10. When possible, training should include both information from related disciplines and specific application of that information to adventure programming.

2.4. SUPERVISION--Each program should develop a systematic written plan of staff supervision and make the plan available to each staff member. The following factors should be considered when developing a supervision plan:

2.4.1. Staff supervision should be appropriate to the activity, setting, and personnel available.

2.4.2. Staffing patterns should be arranged so new or inexperienced staff members are teamed with those with more experience.

2.4.3. If appropriate, new staff should serve a period of apprenticeship or provisional service during which they should receive feedback and information relative to their observed performance. This period should be used to develop the individual training plan.

2.5. ASSESSMENT--Each program should have a written plan for systematic assessment of all staff groups.

2.5.1. Assessment plans should include both process and product measures from several sources, including self assessment, assessment by peers, assessment by participants, assessment by supervisors, and assessment by outside observers.

2.5.2. Administrative and or senior staff should conduct field observation of all field staff. This observation period should be of sufficient duration to assess both technical and interpersonal skills.

2.5.3. The criteria for staff assessment should be clearly indicated to staff during training or individual conferences and before contact with participants.

2.5.4. The use and availability of assessment data should be clearly defined. Particularly important issues to be addressed include confidentiality and the use of assessment information in staffing processes such as promotion, termination, and salary adjustments.

2.5.5. Each program should have a staff problem solving or conflict resolution process.

2.5.6. Instructors should develop and maintain a portfolio of adventure leadership experiences (Example--Appendix 11) including:

2.5.6.1. An itinerary of activities and how activities met program objectives.

2.5.6.2. Descriptions of locations, participants, co-leaders and supervisors.

2.5.6.3. Dates and times.

2.5.6.4. Evaluations of trips, notes on routes, maps and recommendations for future trips to the same area.

2.5.6.5. Accident records, near miss records, and records of extenuating circumstances.

3. PARTICIPANTS:

3.1. SELECTION--Each program should have a written client selection or referral process which is appropriate to the type of program and length of participation. The following are suggested factors to be considered when developing the participant selection process:

3.1.1. Parents/legal guardians of minors should be informed of the inherent risks in the program activities and should be apprised of all necessary forms which require signature. Parents/legal guardians should also be informed of any costs or charges for participation.

3.1.2. Prior to participation, a health history should be completed and signed by parents/legal guardians of minors or by adults. The health history should include a record of medical treatment, immunization and allergies and a description of any physical condition requiring special consideration.

3.1.3. No one should participate without the necessary signed forms.

3.1.4. Participants should receive advance information about minimum program standards for physical fitness and medical requirements.

3.1.5. Prior to program enrollment potential participants should receive an explanation of the program goals, activities, and methods, including any non-negotiatable requirements of the program.

3.1.6. Participants should be informed of their individual responsibilities to group safety in a manner which enables them to understand and accept those responsibilities.

3.1.7. Written procedures for the acceptance of special needs persons should be developed. The special need individual, the staff and the other group members should be certain that the special need person will not endanger himself or others by participation.

3.1.8. At no time should an individual field staff member be forced to accept a participant who the staff member feels would be a danger to himself or others.

3.2. **TRAINING:**

3.2.1. When possible, participants should be encouraged to assist in training their peers under staff supervision.

3.3. **SUPERVISION:**

3.3.1. Supervision techniques should be matched to the physical and psychological maturity and needs of the participants.

3.3.2. Programs should establish staff/participant ratios adequate to insure safety and maximize potential for learning.

3.3.3. Participants should be instructed in techniques of self-supervision and personal responsibility.

3.3.4. Participants should not be asked to assume responsibilities assigned to employees unless an employee supervises the participant.

3.4. **ASSESSMENT**--Assessment of participants is an important component of many adventure programs particularly those connected to educational institutions or therapy/counseling programs. The following are suggested practices to be included in an assessment plan:

3.4.1. Student readiness for specific activities should be closely monitored on a daily basis.

3.4.2. Patterns of participation should be noted throughout a course or program and change made when necessary to promote safety and to make the most of the learning potential of the activities.

3.4.3. Perception checks should be done with each participant in order to insure that there is a correlation between participant expectations and program goals and objectives.

3.4.4. Assessment should include components designed to measure or note progress toward program and individual goals. Examples are: aerobic fitness, skills, values and environmental awareness.

3.4.5. Periodic formal and informal assessments should be made during the course and shared with the participants by program staff. Self assessments and peer assessments should be included along with those observations made by the staff. Particular attention needs to be paid when obvious incongruence exists among the various measures or between the participant's preceptions and those of the instructor.

3.4.6. Assessment information should provide the basis for staff decision-making as to participant readiness for new or a new level of activities.

4. ACTIVITIES:

4.1. SELECTION and ADMINISTRATION:

4.1.1. Whenever possible and appropriate, activities should be taught experientially.

4.1.2. Before including a given program activity, full consideration should be made of all potential safety hazards.

4.1.3. Priority should be given to activities which teach participants the skills to assume responsibility for their own safety.

4.1.4. Major program elements and activities should be preceded by a detailed briefing which includes objectives and safety procedures.

4.1.5. Unless program objectives indicate otherwise, selected activities should be incremental and should permit the participant a high probability of mastery of the task to be accomplished.

4.1.6. Activities should be followed by a discussion which includes instructors' observations of the group and individual participants, participant observations of instructors, the group and fellow participants. Suggestions for improvements in safety and equipment should be included in the feedback.

4.2. MODIFICATION:

4.2.1. All major program components should be modified to meet the particular needs of the participants and adjusted to the environment and weather.

4.2.2. When program activities are significantly altered (for example, to meet the needs of a special population), staff should be appropriately re-trained.

4.2.3. If a change in activity is made because of safety considerations then the activity should be eliminated until re-training is completed.

4.3. ASSESSMENT:

4.3.1. Instructors must continually assess the merits of an activity relative to the needs and abilities of the participants.

4.3.2. At the end of the course, all program activities should be assessed by staff as to their contribution to program goals and objectives. The participant's observations should be systematically recorded and used in the post-course activity assessment by staff. (Examples of trip and course evaluations--Appendix 12.)

4.3.3. Although procedures for activity assessment should be planned into the operating schedule, it is the responsibility of field staff to monitor activities constantly for safety and degree of contribution to goals.

5. EQUIPMENT:

5.1. SELECTION:

5.1.1. Programs should develop and maintain a rationale for selection of equipment and develop a process for monitoring its use after purchase.

5.1.2. Equipment should be selected on the basis of safety factors and potential contribution to program goals.

5.1.3. Programs should not use participants to field test equipment for manufacturers without securing written parental permission or permission from non-minor participants.

5.1.4. Feedback or testimonials on particular items of equipment should not be solicited from participants by the manufacturers or by their agents.

5.1.5. Equipment should be tested to insure that it is functional for each participant.

5.1.6. When participants are to provide their own equipment, guides to selection should be developed by the program to aid in acquisition. This equipment must meet basic minimum standards developed by the program and must be checked and approved by the field staff. When participant owned equipment does not meet standards, then appropriate equipment should be made available to the participant.

5.2. EQUIPMENT MAINTENANCE and USE:

5.2.1. Staff should be throughly trained in the use of specialized equipment and receive a periodic review of equipment use and related safety procedures.

5.2.2. Participants should be trained by qualified staff in the use and care of specialized equipment.

5.2.3. All program equipment should be well maintained and fully functional.

5.2.4. Programs should have a written system to detect potential safety defects.

5.2.5. A regular maintenance schedule should be followed and and should include pre and post-course inspections, definite assignments of responsibilities for routine servicing and preventive maintenance, and have the completion of the assignments documented and verified.

6. FACILITIES/PROGRAM AREA:

6.1. SELECTION:

6.1.1. The site selected for the base of operations for an adventure program should have accessable areas which provide natural and community resources which enrich the outdoor living experience.

6.1.2. The site should have access to a variety of areas usable for the safe conduct of planned program activities.

6.1.3. Areas selected for program activities should provide for the special needs of specific population groups which are to participate in the program.

6.2. REQUIREMENTS:

6.2.1. Programs with permanent sites, should have a written site plan for development and management of all features of the site, both natural and man-made, and for environmental quality control which should include environmental ethics for staff and participants.

6.2.2. Programs should make periodic contacts with local fire and law enforcement officials and other agencies responsible of emergencies.

6.2.3. If the program has permanent facilities, it should have a comprehensive plan for fire prevention and protection which includes location of fire protection devices and equipment, regular inspection of the devices and equipment, and regular inspection of fireplaces, chimneys, and other fire areas.

6.2.4. Programs should have regular tests of water used for drinking, kitchen or cooking area use, aquatic use, and washing.

6.2.5. Programs with permanent sites should insure that the facilities meet governmental guidelines for fire protection; sewage disposal; toilet, handwashing, bathing,showering and laundry facilities; and food and equipment storage.

6.2.6. Primitive facilities should be selected with safety, environmental impact, and participant hygiene.

VI. BASIC INSTRUCTOR QUALIFICATIONS: An instructor is the staff person responsible for leading adventure program activities. The instructor bears the immediate responsibility for the safety and well-being of participants. The following are considered "ideal" basic qualifications for instructors in all outdoor adventure programming. Additional specific leadership qualifications are included with each activity listed in "VII. Adventure Program Activities", which follows.

1. **First Aid, Emergency Procedures, and Safety-**

1.1. Instructors should hold, as a minimum, current American Red Cross Standard First Aid and C.P.R. certification or equivalent certification given by another body or agency. Advanced First Aid and C.P.R. are recommended, particularly when instructors are going to operate in remote areas.

1.2. Instructors should demonstrate knowledge of field first aid kits and be able to use the contents.

1.3. Instructors should demonstrate knowledge of the principal factors leading to emergency situations and techniques for avoiding them.

1.4. Instructors should be able to plan and execute searches, rescues and evacuations for the activities and sites used for the activities.

1.5. Instructors should be able to evaluate and select appropriate safe activity sites.

1.6. Instructors should be able to evaluate the physical and psychological condition and skill level of program participants and match them to environmental demands and progression in instruction.

1.7. Instructors' skill levels should exceed program skill requirements, and instructors should be able to meet all program demands for physical fitness and stamina.

1.8. Instructors should be thoroughly trained to follow specific program safety procedures and policies.

2. **Group Facilitation and Leadership-**

2.1. Instructors should be able to: demonstrate appropriate interpersonal communication skills and relationships; offer and accept feedback; acknowledge and resolve conflicts; and exhibit cooperation, compromise, and compassion.

2.2. Instructors should be able to demonstrate knowledge of basic group dynamics and group facilitation techniques.

2.3. Instructors should be perceptive to individual needs, personalities, limitations, potentials, and capacities for work, and be able to make decisions in a group context.

2.4. Instructors should be able to debrief program activities and teach problem-solving in order to promote decision making and cooperation.

2.5. Instructors should demonstrate respect for others' rights, standards, and styles.

2.6. Instructors should demonstrate awareness of administrative agencies, multiple-use concepts, accepted local standards, and legal standards.

3. **Environmental Ethics-**

3.1. Instructors should be able to demonstrate the skills of minimum impact use of the outdoors, including:

3.1.1. Backcountry travel.

3.1.2. Backcountry camping.

3.1.3. Use of fires and camp stoves.

3.1.4. Personal sanitation and health.

3.1.5. Water quality.

3.1.6. Food preparation and disposal of food wastes.

4. **Weather-**

4.1. Instructors should be able to identify sources of weather information, and to describe the general characteristics of weather patterns in the areas used for program activities.

4.2. Instructors should be able to read observable signs of weather change, and relate weather patterns of the program area to program plans.

5. **Orienteering and Navigation-**

5.1. Instructors should be able to read and use topographical maps and navigational charts and various guides, and be able to interpret commentary and directions given by local residents.

5.2. Instructors should be able to orient a map or a chart using a compass, to determine position on a map or chart, and to follow a route not marked.

VIII: ADVENTURE PROGRAM ACTIVITIES: Compiled in the following sections are common practices for adventure program activities. The activities are divided into three major environments: Land, Water, and Air. Within the major environments, most of the activities are arranged in a progression from the most basic to the most complex. Practices for basic activities often form the foundation for related activities that are perceived as "high risk" or "high adventure." Practices for each activity are divided into: Instructor/Participant Ratios, Safety/Conservation Equipment, Safety Practices, Conservation Practices, and Leadership Qualifications.

Minimum ages for instructors are not suggested because of the variety of laws and regulations governing the jurisdictions where adventure programs operate. In addition, maturity and judgment often are not correlated positively with age.

Many of the practices included in the following sections may not be appropriate for "special populations" served by adventure programs. These programs should use the common practices as a foundation for development of practices which reflect the needs of the special populations. Similarly, programs which have experienced participants should also use the common practices as a guide and then develop written practices which allow for the higher skill levels and experience of their participants. Such practices should still have goals of safety, quality and environmental conservation; however, they may extend much more responsibility to the participants. The transition of responsibilities from instructors to participants should always be preceded by competency demonstrated under field conditions.

Individual programs are encouraged to develop written practices for those activities which are not included in the A.P.P. The practices should be written in the format used in the A.P.P. When such practices are developed, programs are encouraged to compare them to those developed by other programs. When common practices are developed, they should be forwarded to the A.E.E. for possible inclusion in the revised A.P.P.

A. LAND ACTIVITIES:

1. BASIC CAMPING and HIKING:

1.1. Instructor/Participant Ratios-

1.1.1. Generally, there should be two instructors for each group of ten to twelve participants; however, the ratio may vary according to type of participants, terrain, and activity.

1.2. Safety/Conservation Equipment-

1.2.1. The instructors or the group should carry an adequately supplied first aid kit. (Suggested contents for a group first aid kit are listed in Appendix 6.

1.2.2. The instructors or the group should carry repair kits with include spare parts for all essential equipment.

1.2.3. Each group should have an implement for digging cat holes and/or latrines.

1.2.4. Each group should have trash bags for collection and later disposal of non-burnables and other garbage.

1.2.5. Each participant should have available suitable equipment and clothing for the anticipated environmental conditions and be instructed in the proper use of this clothing.

1.2.6. Each group should carry; lightweight emergency shelter, maps of the area, compass, flashlight with extra batteries and bulbs, cooking gear, matches, emergency rations, extra trash bags, and cord.

1.3. Safety Practices-

1.3.1. Each trip should have pre-trip planning which involves participants and instructor and includes first aid and emergency procedures, environmental awareness and program experiences which integrate the planned activities and the geographical area.

1.3.2. Instructors should have information on each participant: including signed medical treatment release forms and insurance information sufficient to obtain medical assistance.

1.3.3. Instructors should know the location and operations schedule of the nearest medical assistance and how to make contact.

1.3.4. The instructors should file an itinerary with the base camp or with a responsible individual. If jurisdictional authorities are willing to accept them, itineraries should also be filed with them. At the completion of the trip, the instructors should make appropriate contact with all those who accepted itineraries.

1.3.5. Participants should report all medical or first aid needs to the instructors. Instructors should make frequent and regular checks on injuries and medical problems and on the emotional condition of the injured participants.

1.3.6. Care should be taken to pick campsites that are protected from severe wind, dead standing trees and branches, falling rocks, and flash flooding.

1.3.7. If stoves are used; fuel bottles should be distinctly marked, stove refueling done away from flames, stoves not used in tents, and fueling and lighting of stoves directly supervised by an instructor until competency has been demonstrated.

1.3.8. All individual and group cooking equipment should be thoroughly cleaned after each meal and before each use. Utensils should be protected from contamination.

1.3.9. All food, particularly perishables, should be prepared and stored with care given to sanitation.

1.3.10. All questionable water supplies should be purified for drinking. The methods of purification used should be appropriate to the information available on types of potential contamination. When specific water quality information is not available, either boiling for at least 10 minutes or use of iodine tablets according to directions are the recommended methods of purification.

1.3.11. While hiking, instructors should be aware of the location of all participants. Unless specific plans have been made and an alternate communication system agreed upon, instructors should remain in hearing distance of one another and the participants.

1.4. Conservation Practices-

1.4.1. Programs should have written practices for conducting each trip with minimal environmental impact.

1.4.2. Where required by land use agencies, permits should be secured for campsites and/or fires, and the appropriate fees paid.

1.4.3. If there are no toilet facilities in the camping area, individual cat holes or group latrines are to be dug at least 100 meters away from camp and 60 meters away from water sources. Holes should be dug into the humus layer (about 8-20 cm deep), and covered well after use. Paper should be burned at camp or disposed of in trash facilities.

1.4.4. If soap is used, ivory or bio-degradable is recommended. To bathe with soap: stand on duff well away from the water source, lather and then rinse well using pot or billy can. If possible, dispose of the dirty water over mineral soil.

1.4.5. Clothes washing should be done using the same practices as bathing.

1.4.6. Teeth should be brushed well away from water sources and rinse water disposed of in the sump or other waste water area.

1.4.7. When bathing, care should be taken to assure privacy from other user groups.

1.4.8. In many areas, fires are either prohibited or destructive to already endangered sites and diminished fuel supplies. Unless there is plentiful fuel and rapid fuel replenishment, fires should be used only in emergencies.

1.4.9. Only dead and downed wood should be used for fires. Whenever possible, existing fire pits should be used. If a new fire area must be established, it should be done so that no trace of it can be seen afterwards.

1.4.10. Programs should use existing campsites whenever possible, camp well away from lakes or streams, leave the natural features of the site as they were found, and pick up and carry out any garbage or litter. Campsites should be moved frequently to avoid compaction. Whenever possible, hammocks should be used instead of tents or tarps.

1.4.11. Dishes should generally be done without soap. If biodegradeable soap is used, dishes should be well rinsed with very hot water. Waste water should be disposed of in a sump.

1.5. Specific Leadership Qualifications-

1.5.1. Instructors should demonstrate proficiency in performing and teaching the following basic camping skills to others:

1.5.1.1. Select tents, hammocks, stoves, packs, sleeping bags and clothing appropriate to the needs of the program, the needs of the participants and the anticipated environmental conditions.

1.5.1.2. Plan provisions and menus based on accurate nutritional information, and pack and prepare food.

1.5.1.3. Arrange trip logistics including equipment distribution, equipment and clothing checks, transportation, itinerary distribution, and permit arrangements.

1.5.1.4. Select appropriate safe campsites with proper provisions for sanitation and water supply.

1.5.1.5. Safely use and care for campsites, campfires, stoves, and all equipment.

1.5.1.6. Be able to read and use topographical maps and other guides, and to use a compass with a map or chart and without a map.

1.5.1.7. Be able to navigate safely at night in the most demanding terrain in the program area.

1.5.2. Instructors should have had variety of previous experiences in a leadership capacity in environmental conditions similar to the planned trip.

2. **COLD WEATHER/SNOW CAMPING**: All practices of basic camping apply with the following substitutions and additions:

2.1. Instructor/Participant Ratios-

2.1.1. The recommended minimum instructor/participant ratio should be 1 to 6; however, the ratio may vary according to type of participant, terrain, and program activity.

2.2. Safety Practices-

2.2.1. Participants should be informed about proper cold weather clothing. Each participant should assemble his clothing and equipment for winter camping and have it reviewed by the instructors and should pack it under supervision.

2.2.2. All participants should be instructed in hypothermia, frostbite and in wind/chill effects. Hypothermia treatment and warming drills should be practiced.

2.2.3. Participants are to be instructed in cold weather cooking, water intake, and diet.

2.2.4. All participants should be instructed in the use of shelters, camp site location, and sleeping systems.

2.3. Specific Leadership Qualifications-

2.3.1. Instructors should be able to document experience as a leader of camping trips in cold weather and snow.

2.3.2. Instructors should be able to teach participants the necessary skills for cold weather/snow camping.

2.3.3. Instructors should be able to demonstrate skills in the prevention and treatment of hypothermia and frostbite, and in winter rescue and evacuation procedures.

3. **BACKPACKING**: The practices of basic camping/hiking apply to this activity area with the addition of the following:

3.1. Instructor/Participant Ratios-

3.1.1. In some national forests and parks, party size is restricted for back country travel. Programs should adhere to these restrictions.

3.2. Safety/Conservation Equipment-

3.2.1. Some programs may elect to use high-frequency, two-way radios for safety equipment; however, availability of radios does not substitute for the skills necessary for responding to emergencies.

3.2.2. For backpacking off-trail and in steep terrain, instructors should have the means to effect a rescue and consider carrying a rope of appropriate strength and length.

3.3. Safety Practices-

3.3.1. Prior to the trip, instructors should be aware of the topography of the region, know of potential areas of difficulty and escape routes. When trips are to exceed two days, supervisory staff should know specific locations, if any, where contacts can be made with the group.

3.3.2. Participants should be instructed to have rain and emergency gear stowed where it is readily accessible.

3.3.3. Each program should have a written policy regarding travel during inclement weather conditions.

3.3.4. Trail safety techniques should be discussed and demonstrated before the trip begins.

3.3.5. First aid preventative techniques for backpacking should be discussed, including sun protection, pack lifting, and footcare.

3.3.6. Prior to the trip, the instructor should check the supplies in the first aid kit. Each participant should be introduced to the contents and potential uses of each component of the kit.

3.3.7. Instructors should insure that participants know the location of the first aid kit at all times.

3.3.8. Participants should be instructed in and be able to perform fundamental safety procedures on the trail including identification and avoidance of known environmental hazards.

3.3.9. Participants should develop awareness of the environmental and ecological issues affecting the trip area.

3.4. Specific Leadership Qualifications-

3.4.1. Instructors should be able to document previous leadership experiences on backpacking trips.

3.4.2. Instructors should have a thorough knowledge of all aspects of navigation, including skills in map interpretation, estimating speed of movement over varying terrain, route planning with escape routes, foul weather alternatives, and night navigation.

3.4.3. Instructors should be able to demonstrate the individual walking skills of pace, rhythm, foot placement, conservation of energy, balance, and coordination.

3.4.4. Instructors should be able to demonstrate group leadership skills, including observation of group strengths and weaknesses, maintenance of morale, and use of group leaders.

3.4.5. Instructors should be able to maintain group security on steep ground, use a rope to safeguard the group, and recognize terrain where climbing practices should be used.

3.4.6. Instructors should be able to demonstrate teaching skills in:

3.4.6.1. Packing and carrying a backpack with proper adjustments for terrain, physical stature, weather, planned daily schedule, and accessibility of equipment.

3.4.6.2. Individual travel techniques including foot care, movement over varied terrain, rhythmic breathing, pace, use of trail foods and water, temperature adjustments, small stream crossing and trail courtesy.

4. **EXPEDITIONS:** Expeditions, a trip of 24 hours or longer by an organized group, are used by many programs with varying levels of instructor participation and leadership. Generally expeditions are for training purposes and/or used as a culminating activity to provide the opportunity for participant groups to demonstrate acquired skills. All practices and safety equipment for camping and backpacking apply, with the substitution or addition of the following:

4.1. Instructor/Participant Ratios:

4.1.1. Participant groups should only be allowed to make unaccompanied expeditions when the group has successfully demonstrated all the necessary skills and the participants are in reasonable physical and psychological condition appropriate to age level and maturity; otherwise, an instructor should be part of the group.

4.1.2. Expedition groups may be accompanied by only one instructor.

4.1.3. There should be a minimum of four participants on unaccompanied expeditions.

4.2. Safety/Conservation Equipment-

4.2.1. As described in basic camping and backpacking practices, each expedition group should carry a first aid kit, emergency equipment pack, and, if appropriate, a safety rope.

4.3. Safety Practices-

4.3.1. The amount of daily supervision should be consistent with the environment, weather conditions and the abilities of the participants. Before daily activities, the participants should be told of any hazardous conditions or terrain they might encounter and they should be shown, on a map, the destination and the route for the day.

4.3.2. Plans for unaccompanied expeditions should be made by the participants and approved by the instructors. The unaccompanied expedition should not cover terrain more hazardous than that previously encountered by the participants.

4.3.3. Routes for unaccompanied expeditions should be through terrain familiar to the instructors.

4.3.4. Prior to an unaccompanied expedition, the instructors should give a briefing which should include all safety restrictions and emergency procedures.

4.3.5. Each unaccompanied expedition group should have a designated leader.

4.3.6. The instructors should monitor the unaccompanied group's progress daily or more frequently as needed. Methods for doing this include periodic accompaniment, "shadowing," daily personal contact, checkpoints and written notes.

4.3.7. No major stream crossings or rope work are to be included in the unaccompanied expedition itinerary.

4.3.8. Each group should know the proposed routes of the instructors and the other groups and know the location of the program basecamp.

4.4. Specific Leadership Qualifications-

4.4.1. Instructors who make the decision to allow groups to take unaccompanied expeditions should have previously assisted in similar decisions and supervision.

4.5. Special Situations On Expeditions-

4.5.1. Lightning:

4.5.1.1. Participants should be made aware of the dangers of lightning and how to minimize this danger by avoiding summits, ridges, overhanging rocks, shallow caves, and isolated trees and by taking proper positions during lightning storms.

4.5.1.2. Participants should be instructed about the danger from both direct hits and ground currents.

4.5.1.3. Prevention of lightning danger includes planning all peak climbs to avoid local patterns of thunder storms.

4.5.2. Snow Slopes:

4.5.2.1. Where an unarrested slip could cause injury, protective practices should be used.

4.5.2.2. Participants should be taught self-arrest and be able to demonstrate competency before crossing any slopes where falling could cause injury.

4.5.2.3. Ice axes and hard hats should be used on snow slopes where a fall might result in an injury.

4.5.3. Loose Rock:

4.5.3.1. Hard hats should be worn in steep gullies, slopes, and other areas where there is loose rock.

4.5.3.2. Routes up and down slopes with loose rock should be planned to avoid participants crossing below others who are moving above.

4.5.3.3. When moving directly up or down a steep slope, it is best to be close together and to take extreme care to avoid loosening rock.

4.5.3.4. If a rock does start rolling, a shout of "ROCK" should be made to alert others.

4.5.3.5. All participants should have received instruction in the appropriate actions to take should rockfall occur.

4.5.4. Fast Rivers: {Roped river crossings using special techniques are covered in Land Activity Section #9.}

4.5.4.1. River crossings should be planned for times of minimum flow volumes for the season and terrain.

4.5.4.2. A log or bridge is the preferred method of crossing. Extreme care should be taken when using fallen logs to cross.

4.5.4.3. The option not to cross should be available. It may be worthwhile to detour a considerable distance to find a safe crossing place that is not too deep or fast and has a safe run-out in case of a slip.

4.5.4.4. Proper packing of clothing should be done so that dry clothes can be immediately available following a slip.

4.5.4.5. Stream crossings should be practiced as a training activity before crossing during an expedition.

4.5.4.6. If it is necessary to cross a fast flowing stream, then the pack waist band should be unfastened and shoes or boots left on. An ice axe or pole can be used as a third leg. Cross facing upstream. Human chains can be helpful, especially when size and strength vary widely in the group.

4.5.4.7. Jumps from boulder to boulder can be very dangerous. It is safer to wade even though the feet will get wet.

4.5.4.8. If a line is used to cross a shallow stream, it should be used as a hand line with the participants crossing below the line.

5. **DESERT HIKING:** A desert is defined as any area that gets less then ten inches of rain a year. The desert environment requires special preparation, safety practices, and conservation practices. Except where substitutions are listed below, practices for Backpacking apply for short trips and practices for Expeditions apply to longer trips.

5.1. Instructor/Participant Ratio-

5.1.1. There should be a maximum of six participants per instructor; however, this may vary according to participants and terrain.

5.2. Safety/Conservation Equipment-

5.2.1. Water should be available in sufficient quantity, with six liters per person per day being the minimum. An additional quart per day should be planned for each five miles to be traveled.

5.2.2. Transportation should be available in remote areas and stocked with 200 liters of water, food, stove and fuel, blankets, and first aid supplies. The transportation should be equipped with a tool kit, extra gasoline and oil, handyman jack, chains, shovel, flares, fix-a-flat, and basic parts such as fan belts, oil, and plugs. If the roadhead is in a remote area, a second vehicle is highly recommended.

5.2.3. Carry the best maps available for the area.

5.2.4. A safety rope of appropriate strength and length should be carried.

5.2.5. A snake bite kit, chemical cold packs, and other items specific to the dessert environment should be part of the first aid kit.

5.2.6. Appropriate clothing and equipment should be available. Protection from the sun and cold is the primary consideration.

5.3. Safety Practices-

5.3.1. Programs should use areas which are familiar to the instructors. A pre-trip reconnaissance should be used to: determine hazards, routes and skill levels needed to complete the routes, water sources and purity, make caches, establish escape routes, and establish re-supply points.

5.3.2. Detailed itineraries should be used in desert areas.

5.3.3. Adequate water should be available, without it, a group may be in serious difficulty within a short period of time due to the combination of heat and low humidity, which increases the rate of dehydration. Check with land use agencies, since some water sources may be off limits due to chemical pollutants or trace minerals.

5.3.4. A complete pre-course vehicle check, using a list, should be made before leaving base. Check such things as: fan belts, filters, tires including spare or spares, fuel, oil and water.

5.3.5. As a general rule, the group should stay with the vehicle if it breaks down.

5.3.6. Participants should be instructed in the following desert practices prior to departure:

5.3.6.1. First Aid--Participants should be able to prevent, recognize, and treat hyperthermia, heatstroke, heat exhaustion, and sunburn.

5.3.6.2. Foot Care--Keep socks from sliding down in the shoes and causing blisters. Sand in shoes and socks is very abrasive.

5.3.6.3. Slickrock--Use maximum friction from boot soles. Avoid sliding on fanny. Pick a route which minimizes sidehills. Sand and small rock on slickrock can act like ball bearings.

5.3.6.4. Creek Bottoms--Hopping from rock to rock is a sure way to twist or fracture ankle. Participants should be resigned to getting wet feet.

5.3.6.5. Dry Canyons--Sandy bottoms produce extremely bad footing. Cobbles or boulders may move and cause sprains or crush extremities. Thunderstorms may cause flash flooding and rock fall.

5.3.6.6. Rivers--Travel in pairs and avoid soft quicksand areas. Avoid crossing on an outside bend. Use stream crossing techniquies from the section in the "Expeditions" activity area.

5.3.6.7. Water--

5.3.6.7.1. Assume all water to be impure unless it is proven to be otherwise.

5.3.6.7.2. Beware of water sources that are devoid of surrounding vegetation.

5.3.6.7.3. Short trips can be planned from a central location using loops insure an adequate water supply.

5.3.6.7.4. Do not put the group in the position of depending on any one water source.

5.3.6.7.5. After rains, natural catchments or "tanks" may provide a source of water.

5.3.6.7.6. If the group is using a system of cached water supplies: Caches should be placed close enough together so that if one is not found, the next can be easily reached. Ideal locations are near roads, in a concealed spot, on the surface, and not buried. Avoid being observed when making caches. Make careful notes of locations; mark the spot on a map; make a sketch of local topography; if the spot affords long views then take at least three compass bearings and write them down. Choose a spot that is along some prominent line on the landscape such as a road, fenceline, track or wash.

5.3.6.7.7. Should the group become short of water, the following should be considered: A healthy person, not dehydrated to begin with, can walk about 15 km. during the day without water. Longer distances can be traveled by walking at night. If there is any water, it should be used as participants become thirsty. Water loss through perspiration can be reduced by remaining clothed even in hot weather. Participants should not eat, as most foods require water for digestion. Talk as little as possible and breathe through the nose. Bad water or urine can be used to cool the skin.

5.3.6.8. Weather--

5.3.6.8.1. Canyon winds--Generally, winds blow up canyon during the day and down at night. Swirling winds may be an indication of foul weather. Place shelter entrance perpendicular to air flow.

5.3.6.8.2. Flash Flood--Avoid camping in narrows, smoothly worn chutes, or washes caused by rapid flowing water. Warning signs are logs jammed high on canyon walls, debris wrapped around trees, clean, smoothly worn, stone chutes. Never try to cross a wash that is filling with water, whether on foot or in a vehicle. Undetected storms, at a distance, may cause flooding in the immediate area.

5.3.6.8.3. Heat--Temperatures on terraces above creeks or rivers may be 10 to 20 degrees warmer than along streams. It may be necessary to find shelter during midday and travel in cooler hours of day or at night.

5.3.6.8.4. Thunderstorms--In addition to flash flood considerations, avoid camping on exposed ridges or near an isolated desert oasis where lightning is likely to strike.

5.3.6.9. Navigation--

5.3.6.9.1. Special attention should be payed to distance perception and route finding.

5.3.6.9.2. When hiking in canyons, keep close track of river and creek branches.

5.3.6.9.3. Sophisticated compass work may be necessary when crossing featureless playas. Try setting a course slightly to the left or right of the planned destination so that the direction of error is determined.

5.4. Conservation Practices-

5.4.1. All litter, trash and garbage should be packed out and not buried or burned.

5.4.2. Vehicles should be restricted to established and authorized roadways.

5.4.3. Gathering plants or killing wildlife should be prohibited.

5.4.4. Existing rock markers should be left at designated points and no new cairns established.

5.4.5. When established routes or trails are not available, slickrock or sandy washes should be used. The group should walk in single file.

5.4.6. Cryptogam should be avoided; one step may destroy what may have taken 100 years to develop. This fragile crust often can be recognized as small sand pinnacles covered with dark lichen.

5.4.7. Walking on vegetation should be avoided, as it is dry and brittle and very susceptible to trampling.

5.4.8. Historic, pre-historic, and natural artifacts should be left in place.

5.4.9. Existing campsites should be used whenever possible.

5.4.10. In order to not compete with wildlife, if water is drawn from an isolated waterhole or section of perennial stream, camp should be made at a good distance away.

5.4.11. Fences should be eased through, not climbed. Gates should be left as found.

5.4.12. If fires are permitted and used:

5.4.12.1. Habitat and fuel supplies should be carefully assessed before fires are used, even if permitted.

5.4.12.2. If fire scars are present, reuse that area and avoid making new scars.

5.4.12.3. Burn wood to white ash and then scatter the ashes. Do not make fires in the morning unless they can be allowed to burn completely down to white ash.

5.4.12.4. Driftwood and random flood debris should be the only fuel source other than dry cow manure. Any other wood is part of the micro-environment of that tree or bush.

5.4.12.5. Fire sites in sandy washes are perhaps the best locations.

5.4.12.6. Fires should not be made directly on slickrock. The rock should be protected by a layer of sand or the underside of a flat rock which can later be replaced.

5.4.13. Sanitation:

5.4.13.1. What little humus there is in arid regions exists under individual trees and bushes and should be disturbed as little as possible.

5.4.13.2. Human wastes will not decompose in the predominantly inorganic, sandy soil of arid regions; therefore, great care must be taken to make latrines removed from any possible water drainages. Burn toilet paper with extreme care or carry it out.

5.4.14. Wildlife should not be fed; therefore, care should be taken to protect their natural food supplies and the groups' food supplies.

5.4.15. For most desert water sources there are no mechanisms for replacement or purification. Pollution is cumulative. Only clean cups or pots should be used to dip water.

5.4.16. Water sources are frequently in very delicate balance. Consumption is depletion, and water should not be used unnecessarily. Attempt to balance use with relative replenishment rates.

5.5. Specific Leadership Qualifications-

5.5.1. Instructors should be able to document previous desert trip leadership and teaching experience.

5.5.2. Instructors should have practical knowledge and experience with prevention, symptoms, and treatment of hyperthermia, sunblindness, heat cramps, heat stroke and sun stroke, heat exhaustion and sunburn.

5.5.3. For remote desert expeditions, instructors should have, as a minimum, Red Cross Advanced First Aid certification or the equivalent.

6. **SOLO:** A solo experience is often included in a course to allow a period of time for contemplation, introspection, and self-appraisal. The solo may lead to greater self-reliance and self-appreciation. Properly handled, the solo can be a unique experience, but if it is improperly handled, it can be extremely uncomfortable and/or dangerous.

6.1. Instructor/Participant Ratio-

6.1.1. For solo placement and debriefing, supervision of participants should be divided among available instructors.

6.1.2. One instructor can be responsible for checking solo participants; however, the regular instructor/participant ratio should be maintained in the solo area.

6.2. Safety/Conservation Equipment-

6.2.1. Techniques which allow for physical observation of participants and their signals without disturbing the participants should be used.

6.2.2. Each participant should have distinct visual and audible signaling devices.

6.3. Safety Practices-

6.3.1. Prior to solo, participants should be properly prepared through briefings and experiential activities.

6.3.2. The length of solos should fit the age and maturity of the participants.

6.3.3. A solo briefing which includes the following points should precede the solo experience:

6.3.3.1. Orientation on safety and emergency procedures including instructions as to where the instructors will be and how they can be contacted and how to signal other participants.

6.3.3.2. Participants are not to climb or swim during solo.

6.3.3.3. Participants should be encouraged not to speak to other participants or strangers.

6.3.3.4. If strangers approach; the safest thing to say is, "I am waiting for a friend."

6.3.4. Solo areas and sites should be selected prior to the course and should be well scouted before they are used. A semi-circle or circle is better than a line when planning solo sites. Try to use natural features for boundaries and for visual screening between areas.

6.3.5. Placements should be worked out by all the instructors and then marked on maps which are at all times available in the solo base camp. Before being placed out on solo, each participant should have his/her area marked on the map and have the boundaries of that area explained. Locations for signals are also to be decided upon and marked on the map.

6.3.6. Participants are to be checked at least once a day, or more often as human and environmental conditions dictate. A system of visual checks or a signaling can be used.

6.3.7. Participants should not use program activity equipment, such as climbing equipment or kayaks, while on solo.

6.3.8. Particular care should be taken to safeguard female participants from sexual assault and from bears which may be attracted to menstrual odors.

6.3.9. Careful consideration should be made of a participant's readiness for solo. Participants should be placed relative to staff and other participants and to the degree of anticipated monitoring which might be necessary. Often participants can be involved in site selection and placement, i.e., those who feel confident, can request sites that are farther from other participants and staff.

6.3.10. On solos longer than 24 hours, participants should have the option of food available at the solo site. The minimum daily requirements should be provided. If a participant wishes to do a solo without food, the instructor must insure that this does not jeopardize the participant's health or safety.

6.3.11. In addition to signaling materials, each participant should be issued adequate food, shelter, clothing for the weather and terrain.

6.3.12. Special solo procedures for winter solos should include:

6.3.12.1. If fires are allowed, participants should be able to demonstrate the ability to independently build and maintain fire before they are allowed to do a winter solo.

6.3.12.2. If fires are allowed, shortly after drop-off, participants should be checked to ascertain that a fire has been started.

6.3.12.3. If temperatures drop below -10 degrees C., or if other conditions warrant, there should be a bed-time physical check and a morning physical check for cold injury and wet/frozen equipment.

6.3.12.4. Solo sites should not be located near questionable ice or avalanche danger.

6.3.12.5. Participants should be allowed to exercise around their campsite to warm up and stimulate circulation.

6.3.13. Special solo procedures for desert solos:

6.3.13.1. Solo sites should not be located in gullies or washes where there is potential for flash floods.

6.3.14. Practices for solo pick-ups and debriefings:

6.3.14.1. Participant's solo campsite areas should be checked as part of pick-up.

6.3.14.2. A one to one debriefing should be done after solo by the escorting instructor.

6.3.14.3. The instructors should prepare a light meal for consumption after solo pickup.

6.3.14.4. Group reunion time is a good time for exchange of solo gifts or reading from solo journals.

6.4. Conservation Practices-

6.4.1. All basic camping practices are to be maintained especially those that pertain to use of fires (if permitted), campsite selection, and sanitation.

6.4.2. Campsites are to be cleaned and inspected completely after solo.

6.5. Specific Leadership Qualifications-

6.5.1. An instructor who has not experienced solo, should not supervise solo experiences.

6.5.2. Before they are allowed to pick a solo area and sites and administer a solo experience.,instructors should be able to demonstrate that they have had previous experience assisting with supervision of solo experiences.

6.6. Educational Concerns-

6.6.1. Solo should be explained as an individual challenge. If participants cannot deal with solo, they are to go to base camp and talk with the instructors. They should not "break" other's solos. A modified solo, successfully completed, is preferable to no solo.

6.6.2. Participants should be encouraged to be creative in their choice of campsite and in how they set it up.

6.6.3. Participants should be encouraged to write in their journal about their experiences, feelings and decisions.

6.6.4. Participants should be encouraged to set goals about the "style" they want to maintain during solo, such as fasting, not using fire when it isn't necessary for safety, and not summoning instructors.

7. **ENDURANCE RUN:** Many programs include some type of activity such as an endurance run or hike as a method of testing growth in physical fitness and endurance.

7.1. Safety Practices-

7.1.1. The endurance activity should not be scheduled until there has been time to assess the participant's physical abilities adequately and to screen for potential medical problems.

7.1.2. Programs should be designed to lead participants through a progression of physical and psychological conditioning activities adequate to prepare them for an endurance activity.

7.1.3. Participants should be briefed on the objectives, the route, any hazards, checkpoints, and any other important aspects.

7.1.4. Check points and a sweep instructor with first aid kit should be provided.

7.1.5. All turns should be clearly marked.

7.1.6. Although the format of the activity may not be directly competitive, provisions should be made for a participants to determine their time and/or distance if desired.

7.1.7. Plans should be made for rescue and evacuation, provision of proper clothing and availability of proper fluids.

7.2. Specific Leadership Qualifications-

7.2.1. Instructors should demonstrate a knowledge of such physically dangerous stress factors as heat exhaustion, heat stroke, and hypothermia.

8. **RUN and DIP:** This conditioning exercise is often done on a regular basis at the beginning or end of the day.

8.1. Safety Practices-

8.1.1. The dip area should be carefully checked for hazards which might lead to injury.

8.1.2. Groups should run as a group without splitting up unless provision is made for insuring that no one will be lost or left behind if injured.

8.1.3. An instructor should "sweep" at the end of the group or after the last group on the run.

8.1.4. The dip should be immediately after the run and before the body has had time to cool off. Instructors should be familiar with and brief participants on the reaction of the body to cold water if cold water is to be experienced at the dip area.

8.1.5. An instructor should supervise and regulate the dip at all times. If the water is deeper than the participants' heads, the dip should be supervised by an instructor with a current American Red Cross Advanced Lifesaving certification or the equivalent.

8.1.6. Regardless of the depth of the water, the buddy system should be used.

9. **RIVER CROSSING/TYROLEAN TRAVERSE:** These activities are used to cross rivers or gorges and may require use of mechanical aids. Applicable expedition practices should be adhered to with the following additions:

9.1. Safety Equipment-

9.1.1. Each participant should have a sewn harness, or webbing or sling rope of sufficient length and strength to tie a seat sling.

9.1.2. Each participant should have a sufficient number of carabiners which have adequate strength for the crossing method being used.

9.1.3. Each group should have ropes of sufficient length and strength available for use.

9.2. Safety Practices--Roped river crossings should be avoided during unaccompanied expeditions, and are only to be used when training sessions, under controlled conditions, have been successfully completed by the participants. The following are common practices for two types of roped crossings:

9.2.1. Safety line: A safety line to assist waders should be set up when the water is especially swift and over thigh deep on the shortest participant.

9.2.1.1. To set up a crossing safety line, the first crosser should be an instructor who is belayed from upstream and downstream with another rope. The instructor should insure the adequacy of the placement and strength of the anchors.

9.2.1.2. When safety line is set up, it should be secured angling downstream toward the destination.

9.2.1.3. When necessary, the wader should be belayed from both sides of the stream. All belaying is to be done by instructors.

9.2.1.4. The belay ropes are not to be fixed so that they may be quickly released.

9.2.1.5. A knife should be immediately available to anyone being belayed.

9.2.1.6. The final person to cross is to be an instructor.

9.2.2. Tyrolean Traverse: To be used when the water is too deep and/or swift to wade safely even with the protection of a safety line, or as an activity in itself.

9.2.2.1. Prior to the activity, all participants should be briefed on crossing techniques, possible problems, and safety and risk factors.

9.2.2.2. The first preson to cross should be an instructor who is a strong swimmer and is experienced in setting the anchors for a tyrolean traverse.

9.2.2.3. All crossings are to be rigged with double ropes tied to independent anchors.

9.2.2.4. Instructors should supervise seat slings, knots, clipping-in, and actual crossing of each participant.

9.2.2.5. All participants should be belayed on a sliding safety rope.

9.2.2.6. Participants should be clipped into the travel line with a locking carabiner or two carabiners with opposed gates, and the safety tail clipped onto the safety line with one carabiner.

9.2.2.7. Hard hats should be worn.

9.2.2.8. The final crosser should be an instructor who can swim belayed from the opposite side or has rigged the traverse for retrieval from the other side once safely across.

9.3. Conservation Practices-

9.3.1. Care should be taken not to damage trees used as anchors or damage fragile bank-side ecology.

9.4. Specific Leadership Qualifications-

9.4.1. Instructors should have successfully completed specific training on the use of ropes in river crossings and traverses.

9.4.2. Instructors should have assisted participants in training for roped river crossings and traverses.

10. CAVING:

10.1. Instructor/Participant Ratios-

10.1.1. The number of participants in an underground party should not exceed ten to twelve with at least two instructors; however, the ratio may vary according to the type of participants, the cave, and the planned activity.

10.2. Safety/Conservation Equipment-

10.2.1. Every member of the party should be equipped with a light source, a whistle, a helmet, and protective clothing for cold and wet conditions.

10.2.2. Underground parties should take with them:

10.2.2.1. First aid equipment.

10.2.2.2. A safety rope at least 120' by 9mm., designed for climbing or caving.

10.2.2.3. Two additional and different light sources. Sufficient sources of each should be provided so that an amount of light can be provided to allow safe exit of the group from the cave.

10.2.2.4. An adequate quantity of quick-energy food for each participant.

10.2.2.5. Plastic bags to carry out garbage and human waste.

10.2.2.6. Extra water and clothing.

10.3. Safety Practices-

10.3.1. Before entering the cave the following should be completed:

10.3.1.1. The cave leader should be familiar with the specific cave to be visited and have a thorough knowledge of the cave, the danger areas, the evacuation routes, delicate formations, and the emergency rescue plan.

10.3.1.2. The supervisory staff member should have a complete itinerary, including the location of the cave, number of participants and the names, planned time of entering the cave, planned route, and approximate time of exit.

10.3.1.3. All participants should be briefed as to potential danger, planned route, hazards from rockfall, evacuation procedures and speedy escape routes.

10.3.1.4. Instructors should check for anyone with a history of claustrophobia.

10.3.1.5. Instructors should check all equipment.

10.3.1.6. Participants should be dressed in appropriate clothing for cold and wet conditions, including proper footwear.

10.3.2. While traveling in the cave, participants should wear helmets.

10.3.3. Where a fall could cause injury, participants should be belayed using rock climbing techniques for all pitches, including ladders,

10.3.4. Ice axes and appropriate ice climbing equipment should be carried for use in ice caves.

10.3.5. When traveling, participants should maintain visual contact with the person following them.

10.3.6. The "sweep" instructor should carry the group first aid kit.

10.4. Conservation Practices-

10.4.1. Everything taken into the cave should be carried out of the cave, including human waste.

10.4.2. All cave flora, fauna, and geological formations are to be preserved. Particular care should be taken to avoid touching delicate formations.

10.5. Specific Leadership Qualifications-

10.5.1. Instructors should be able to document exploration of a variety of geographically distinct caves that have included a mixture of horizontal and vertical problems,

10.5.2. Instructors should be able to document previous cave leadership experiences with populations similar to those taking part in the program.

10.5.3. Instructors should be able to demonstrate personal and teaching skills in the following categories:

10.5.3.1. Use of ropes, caving hardware, helmets, caving maps, and carbide lamps.

10.5.3.2. Spotting, belaying, signals, underground travel safety, and use of the Cave Rescue Communications Network (CRCN).

10.5.3.3. Cave ecology and conservations techniques.

10.5.3.4. Cave rescue and evacuation, including raising and lowering techniques.

10.5.3.5. Use of ladders, ascenders, and rappelling.

10.5.4. Instructors should be able to select caves appropriate to the abilities of the participants in the program.

11. BICYCLE TOURING:

11.1. Instructor/Participant Ratios--All practices for basic camping and hiking apply to this activity area, with the following additions:

11.1.1. Trips should be limited to twelve participants; however, group size may be smaller if conditions warrant.

11.2. Safety/Conservation Equipment-

11.2.1. Participants should be equipped with helmets designed and approved for cycling.

11.2.2. Participants should wear reflective vests or other reflective clothing.

11.2.3. Bicycles should be equipped with appropriate reflectors and lights.

11.2.4. Instructors should carry a first aid kit and a comprehensive repair kit.

11.2.5. Participants should carry additional tubes and any parts particular to their bicycle.

11.2.6. For multi-day trips, safety equipment practices for basic camping are to be followed.

11.3. Safety Practices-

11.3.1. Approved cycling helmets should be worn whenever riding.

11.3.2. Night travel should be limited; however, when traveling at night, lights should be used and protective clothing worn.

11.3.3. An instructor should always ride in the rear. With more than six participants, one instructor should ride in front and one in the rear.

11.3.4. Each participant should maintain visual contact with the person to his rear. Group pace should accommodate the pace of the slowest participant.

11.3.5. All riders should be familiar with and practice rules and laws of the road.

11.3.6. All equipment should be checked at the beginning of the trip and periodically throughout the trip.

11.3.7. Instructors should be aware of weather conditions and modify travel accordingly.

11.3.8. Instructors should be knowledgable about the routes and prepare participants for varying road conditions.

11.4. Specific Leadership Qualifications-

11.4.1. Instructors should be able to document a variety of previous bicycle touring including leadership experience with participant populations similar to those taking part in the program.

11.4.2. Instructors should be able to demonstrate skills in route planning, campsite selection, and trip pacing techniques.

11.4.3. Instructors should be able to demonstrate group leadership skills including: pace setting, observation of group strengths and weaknesses, maintenance of morale, and use of group leaders.

11.4.4. Instructors should demonstrate a thorough knowledge of bicycle repair including: tires, braking systems, wheels, spokes, hubs and derailleurs. Instructors should be able to assemble a bicycle repair kit appropriate to the planned trip.

12. **HORSEBACK RIDING:** The Camp Horsemanship Association (C.H.A.), established in 1967, has developed a comprehensive program of safety standards, instruction and instructor certification which programs may find extremely useful. The goals of are completely in accord with the goals of the A.P.P. The following practices are a compilation from source documents that were submitted by A.E.E. member programs.

12.1. Instructor/Participant Ratios-

12.1.1. A minimum of two instructors should be present for every eight participants; however, the ratio may vary according to the skills of the participants.

12.2. Safety/Conservation Equipment-

12.2.1. Appropriate clothing, including long pants, boots, gloves and helmets, should be available for each participant.

12.2.2. The physical well-being of each horse should be documented and maintained.

12.2.3. For overnight trips, practices for camping and backpacking should be followed, including carrying emergency gear and a tack repair kit.

12.3. Safety Practices-

12.3.1. Appropriate equipment should be worn at all times.

12.3.2. Horses should be ridden by only one person at a time.

12.3.3. Basic techniques of horsemanship should be mastered before trail riding trips are scheduled. Using a prescribed written procedure, a daily check should be made of the physical soundness of each horse to be used in the program.

12.3.4. For trail riding, the maximum horse workday, should not exceed eight hours.

12.3.5. A written feeding schedule which insures sufficient nutrients for each horse should be established and followed.

12.3.6. The instructors should saddle and/or inspect the saddled horse and all tack before mounting by participants.

12.3.7. Saddles and tack should be inspected regularly during the ride to insure proper adjustment and to avoid injury to the horse and/or rider.

12.4. Conservation Practices-

12.4.1. To avoid trampling the undergrowth and killing trees by exposing roots, hobble horses if possible rather than tying them overnight or for long hours.

12.4.2. Avoid overgrazing, especially around established campsites.

12.5. Specific Leadership Qualifications-

12.5.1. Instructors should be able to document valid certification from an organization or riding school with instructor training or be able to document previous successful leadership experience in the type of riding planned for the program participants.

12.5.2. Instructors should be able to demonstrate proficiency in basic riding and trail riding skills.

12.5.3. If trail riding and camping are to be combined, instructors should be able to feed, shelter, and maintain stock under field conditions and demonstrate awareness of the conservation issues involved in the practices used.

13. **CROSS COUNTRY SKIING/SNOWSHOEING:** All practices of cold weather and snow camping should be followed with the following additions and/or substitutions:

13.1. Safety Equipment-

13.1.1. Sufficient equipment should be provided by program to insure that each participant is properly sized and fitted with equipment.

13.1.2. When conditions warrant, the group should carry a minimum of one snow shovel for each four participants.

13.1.3. Under conditions of avalanche hazard, as warranted by snow conditions and/or terrain, all instructors and participants should be equipped with avalanche transceivers with fresh batteries.

13.1.4. The instructors should carry a repair kit adequate to make field repairs on skis, poles, snowshoes and bindings and on clothing.

13.2. Safety Practices-

13.2.1. Basic proficiency in the particular mode of winter travel used should be developed before travel with packs and before trail camping is combined with travel.

13.2.2. Groups should only travel on terrain which is familiar to instructors.

13.2.3. Before training or trail activities, participants should be briefed on the particular first aid and health skills needed for winter travel. Emphasis should be placed on avoidance of cold injury. A system of visual checks should be established.

13.2.4. Techniques for obstacle crossing and falling and recovery should be taught and practiced with and without packs.

13.2.5. Under conditions of avalanche hazard, the transceivers should be turned on at all times.

13.2.6. Participants should only be to allowed travel routes that are appropriate to their demonstrated skill levels.

13.2.7. When groups are to operate under conditions of avalanche hazard, participants should be given detailed instruction in avalanche danger, emergency procedures if caught in an avalanche, proper use of avalanche transceivers, and avalanche search and rescue. Included in the instruction should be past weather conditions, present weather conditions, composition of snow pack, and quality of snow anchors/degree of slope steepness.

13.2.8. Participants should travel in single file and signal when person in front of them is out of sight.

13.2.9. Instructors should file a detailed route plan and time-table with supervising staff.

13.3. Specific Leadership Qualifications-

13.3.1. Instructors should be able to document crosscountry skiing and snowshoeing experience in a variety of weather conditions and terrain, and document successful leadership experience with participant populations similar to those in the program.

13.3.2. Instructors should be able to instruct participants in proper selection and fitting of skis, snowshoes, poles, bindings and boots.

13.3.3. Instructors should be able to teach the participants the basic techniques of skiing and snowshoeing, including movement with and without packs.

13.3.4. If a program operates in areas where there is avalanche hazard, instructors should be able to demonstrate competency in recognizing avalanche danger, safe route finding, techniques of avalance search and rescue, use of transceivers and other safety devices.

13.3.5. Instructors should be able to demonstrate competency in treating hypothermia and frostbite.

14. **INITIATIVES**: Initiatives are short term, tangible problem solving activities. This section covers activities not addressed in other sections of the A.P.P.

14.1. Safety Practices-

14.1.1. The instructor should state the objectives and emphasize the safety procedures and hazards of the particular initiative.

14.1.2. There should be documented, periodic, inspection of all equipment that is specifically used for initiative purposes.

14.1.3. Before each use, instructors should inspect all knots, ropes, lashings, safety features and landing areas.

14.1.4. If spotting is necessary for safe conduct of the initiative, spotting techniques should be demonstrated and practiced.

14.1.5. Events should be appropriately spotted, with adjustments made in numbers and placement of spotters.

14.1.6. Any unsafe methods such as hanging upside down, diving head first, throwing people or over-straining should be immediately stopped by the instructor. Objects in pockets or around necks and fingers should be removed, and eye glasses removed or secured.

14.2. Conservation Practices-

14.2.1. Whenever possible, initiative sites that are naturally free from potential hazards should be used.

14.2.2. Destruction or damage of natural features should not be necessary to complete the initiative.

14.3. Specific Leadership Qualifications-

14.3.1. Instructors should observe and assist leading initiatives before using them with a group.

14.3.2. Instructors should be able to select appropriate sites for initiatives, teach spotting techniques, and modify the tasks to provide a safe experience for the group.

15. **OBSTACLE and ROPES COURSES:** Basic practices for rock climbing should be followed.

15.1. Instructor/Participant Ratios-

15.1.1. No more than twelve participants should be assigned to each staff member.

15.1.2. Congestion on the course events should be avoided.

15.2. Safety/Conservation Equipment-

15.2.1. A sharp knife and an extra rope of appropriate length for rescue should be available at the ropes course site.

15.2.2. Carabiners receiving constant use and stress and/or those which are constantly sliding on steel cable should be constructed of steel or a metal of equal strength and hardness, and have a locking gate.

15.2.3. There should be a documented maintenance schedule and documented periodic inspections of all obstacle and ropes course events.

15.2.4. All dynamic events should be thoroughly inspected at least twice a year, with particular attention given to connection and anchor points.

15.3. Safety Practices-

15.3.1. Before the course is run by participants, instructors should insure that the course and all equipment are in proper working order.

15.3.2. All events should be demonstrated by instructors and explained to the participants before they attempt the course. Prior to attempting the course, safety hazards of each event should be pointed out.

15.3.3. All staff and participants should wear shoes and long pants and wear helmets on events where there is the possibility for head injury. If events are to be run in a progression, helmets will be worn at all times.

15.3.4. All events should be spotted or protected by a belay system.

15.3.5. Prior to attempting the course, all objects in pockets or around neck, fingers, etc., should be removed and long hair secured under the helmet. Glasses should be removed or secured by a protective band.

15.3.6. Static belay equipment should be tied and checked before each use of the course and untied and stored afterward.

15.3.7. Effective spotting techniques should be demonstrated and practiced before participants spot an event.

15.3.8. No more than three levels of participants should be stacked vertically at any one time. Stepping on the middle of another person's back should not be permitted.

15.3.9. In high course events, participants should be belayed at all times, including when they are ascending and descending.

15.3.10. Jumping from events or hanging upside down should not be permitted.

15.4. Conservation Practices-

15.4.1. Care must be exercised in construction and maintenance of the ropes course to insure a minimum of disruption to natural features of the course area.

15.5. Specific Leadership Qualifications-

15.5.1. Instructors should document previous experience with supervision of ropes and obstacle courses.

15.5.2. Prior to supervising a group, instructors should have assisted an experienced instructor on a given course.

15.5.3. Instructors should demonstrate skills in site selection, inspection and use of ropes course equipment.

15.5.4. Instructors should demonstrate a knowledge of spotting, belaying, and signals as control procedures of individual activities.

16. **ARTIFICIAL CLIMBING WALLS**: An artificial climbing wall is a several-station rock climbing area. Usually the wall has been constructed inside a gymnasium. All practices for"Obstacle and Ropes Courses" and"Rock Climbing and Rappelling" should apply, with the following specific changes and additions:

16.1. Instructor/Participant Ratio-

16.1.1. One instructor can supervise up to twelve participants once they have been instructed in basic rock climbing and belaying skills.

16.2. Safety Equipment-

16.2.1. All stations should be accessible in case of emergency.

16.2.2. Helmets should be available for all participants.

16.2.3. Mats should be placed at the base of an indoor wall to cushion any short falls.

16.2.4. Every piece of artificial "rock" should be stressed and otherwise tested before the wall is first used by participants.

16.2.5. Anchors used to support belays and rappels should be at least 5/8-inch steel eyebolts, either bolted through the wall, through a beam, or fused to a steel beam by a competent welder. If 5/8-inch anchors cannot be provided, separate back-ups should be established.

16.2.6. There should be a safety anchor at the top of the wall so that participants are either anchored or belayed at all times.

16.3. Safety Practices-

16.3.1. Climbing should not be allowed unless the person is belayed.

16.3.2. Helmets should be worn by all participants.

16.3.3. Instructors should check all equipment and the wall before participants are allowed to begin climbing.

16.3.4. All belayers should be anchored.

16.3.5. All climbers will tie in with either a waist loop with tied leg loops or a commercially manufactured harness, both of appropriate strength.

16.3.6. The tie-in should be directly to the harness with a figure-eight follow-through.

16.3.7. If carabiners are used to clip the rope to the harness, they should have locking gates.

16.3.8. Until participants have consistently demonstrated competency, all tie-ins will be supervised by instructors.

16.4. Specific Leadership Qualifications-

16.4.1. Instructors should meet the qualifications suggested for the "Rock Climbing and Rappelling" activity area.

17. **BOULDERING:** For the purpose of the A.P.P., bouldering is defined as "rock climbing close enough to the ground that safety can be insured by spotting." Ropes and belays should not be used for bouldering. If a belay is necessary, refer to the section on climbing activities.

17.1. Instructor/Participant Ratios-

17.1.1. There should be a minimum of one instructor for each eight participants.

17.2. Safety/Conservation Equipment-

17.2.1. Rock climbing helmets should be available for each participant.

17.2.2. Instructors should have a first aid kit available at the bouldering site.

17.3. Safety Practices-

17.3.1. The height of bouldering activities should not exceed a safe spotting limit or be higher than one can safely jump back to the ground. A safe spotting limit is when the feet of the boulderer are no higher than the shoulders of the spotters.

17.3.2. Participant spotters should be briefed and trained on spotting techniques and responsibilities.

17.3.3. Helmets should be worn by all boulderers, spotters and any others in danger of rocks or objects falling.

17.3.4. All bouldering areas should be scouted and cleaned of loose rocks before being used.

17.3.5. Bouldering areas with dangerous ground-fall hazards or run-outs with exposure should not be used.

17.3.6. Instructors should maintain visual contact with participants at all times.

17.4. Conservation Practices-

17.4.1. Whenever possible, established, rather than new, bouldering areas should be used for bouldering activities.

17.5. Specific Leadership Qualifications-

17.5.1. Instructors should be able to document previous experience leading bouldering activities.

17.5.2. Instructors should be able to demonstrate and teach the spotting skills necessary for safety in bouldering.

18. **ROCK CLIMBING and RAPPELLING:** Many of the practices in this area apply to all levels of climbing activity; a program which permits lead climbing should carefully document the training and competency evaluation process which is used to determine when participants are exposed to greater risk.

18.1. Instructor/Participant Ratios-

18.1.1. There should be a maximum of six participants to one instructor.

18.1.2. In groups of twelve or more participants, a chief instructor should be designated.

18.2. Safety/Conservation Equipment-

18.2.1. The program should provide all the specific climbing equipment necessary for the safety and protection of the participants.

18.2.2. First aid materials and evacuation equipment should be available at the climbing site.

18.2.3. All equipment used for climbing, including ropes, webbing, harnesses, hardware, and helmets, should have been designed, tested, and manufactured for the purpose of this activity.

18.3. Safety Practices-

18.3.1. Rock Climbing:

18.3.1.1. Seasonally, before use, all established climbing areas should be scouted and cleaned of loose rocks and debris. New areas should be thoroughly cleaned before use. Daily, while climbs are being set up, all new or established areas should be spot-checked.

18.3.1.2. Instructors and participants should wear helmets during all climbing activities and whenever they are in the climbing area.

18.3.1.3. Prior to use each day, all of the climbing equipment should be visually inspected by the instructor. Equipment should be periodically checked during the climbing day.

18.3.1.4. A use log should be kept on all climbing equipment subject to stress, wear and deterioration. A written equipment monitoring and retirement process should be established and followed. Ropes and other equipment, including protection, should be marked and numbered to facilitate monitoring and logging. (An example is included as Appendix 13.)

18.3.1.5. All climbing activities should be preceeded by a daily review of climbing rules and procedures, including equipment care and use, and by a general safety briefing. Climbing instruction should be progressive.

18.3.1.6. The instructor supervision system used by the program should provide for instructor supervision of tie-ins, belays, and climbs.

18.3.1.7. No participant should be forced to participate in any climbing related activity.

18.3.1.8. In order to avoid rock fall, participants not climbing or belaying should stay well away from potential rock fall. A spectating area should be established.

18.3.1.9. While other climbing signals may be used, the following provides an example of appropriate signals to be used consistently in all climbing and rappelling activities and in all other program activities which require belays. Whatever set of signals is used, it should be consistent for all belayed activities.

18.3.1.9.1. ON BELAY--Called by the belayer to let the climber know he is anchored and has assumed responsibility for the climber's safety.

18.3.1.9.2. CLIMBING--Called by the climber to indicate he is ready to begin a climb.

18.3.1.9.3. CLIMB--The final go ahead called by the belayer to indicate he is ready for the climber to start. The climber may begin only after he hears this call.

18.3.1.9.4. UP ROPE--Called by the climber to direct the belayer to tighten up slack in the belay.

18.3.1.9.5. SLACK--Called by the climber to direct the belayer to loosen the belay. Climber should be allowed to "take" slack as he downclimbs rather than being "given" an arbitrary amount. Belayer must remain alert for a fall when slack is out.

18.3.1.9.6. OFF BELAY--Called by the climber or rappeller to indicate he is off the climb/rappel and no longer needs protection. Only then is the belayer released from his responsibility for the climber's safety. This same signal is usually used by the belayer to acknowledge he has heard and understood the "off belay" signal from the climber.

18.3.1.9.7. FALLING--Called by the climber the instant he falls. The CLIMBING and CLIMB calls should be used when the climber wishes to move after falling.

18.3.1.9.8. ALL CLEAR--Called by the rappeller at the completion of all parts of the rappel, including untieing the belay rope, equipment attached for hauling, and moving to the spectating area.

18.3.1.9.9. ROCK--Not a rope signal, but an immediate warning shouted to all below to protect themselves from a dislodged rock or any other falling object.

18.3.1.10. A safety belay should be used on all rock climbing and rappelling activities. Programs with experienced climbers note the introduction to this activity section.

18.3.1.11. If a direct tie-in is used for top-roped climbing, it should be with a bowline or a bowline on a coil tied off with an overhand knot or knots.

18.3.1.12. Until participants have demonstrated competency, all tie-ins should be supervised by staff.

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18.3.1.13. When a program does not use a direct tie-in for climbing activities, a swami belt of webbing, which may incorporate leg loops, should be used. Sewn harnesses designed, tested, and manufactured for climbing be used in place of a tied swami. A swami is defined as two or more turns around the waist of webbing or rope having adequate tensile strength. The turns are secured with an appropriate knot such as a water knot.

18.3.1.14. A direct tie-in of either a double bowline or a figure-eight follow-through should be used.

18.3.1.15. No student should lead a climb unless lead climbing is a program objective and a carefully monitored teaching progression is followed.

18.3.1.16. Static tie-in anchors should be established, and participants and instructors should be clipped into such anchors whenever a fall could cause injury. Such anchors should be double and separate unless a single anchor is totally trustworthy.

18.3.1.17. Following any adjustments, anchor points and tie-ins are to be inspected by an instructor.

18.3.1.18. All belayers should be anchored.

18.3.1.19. There should be no solo climbing.

18.3.1.20. Participants should demonstrate competency before they are allowed to belay a climb or rappel.

18.3.1.21. Belays and tie-ins should be tested prior to use.

18.3.1.22. Each belay point should be supervised by an instructor. Belayers should be assisted if necessary.

18.3.2. Rappelling:

18.3.2.1. ALL inexperienced participants should be independently belayed, with the tie-in separate from the rappel harness.

18.3.2.2. Belay and rappel anchors should be independent and tested as sound.

18.3.2.3. Prior to rappelling, an instructor should demonstrate the techniques to be used.

18.3.2.4. An instructor should supervise the top of the rappel.

18.3.2.5. All loose equipment, clothing and long hair should be secured before descent.

18.3.2.6. The connection between the rappelling device (if any) and the harness should be either a locking carabiner or two standard carabiners with opposed gates.

18.4. Conservation Practices-

18.4.1. Clean climbing techniques should be practiced and taught.

18.4.2. Established anchors should be checked and, if safe, used before establishing new anchors, especially bolt anchors.

18.4.3. Avoid damaging trees used as anchors.

18.4.4. All public areas are to be cleaned of hardware and webbing after use unless authorities in charge of the area have a policy of leaving certain fixed anchors.

18.5. Specific Leadership Qualifications-

18.5.1. All climbing instructors should be able to document experience as a climber in a a variety of conditions which required successful roped climbing more difficult than that planned for the program.

18.5.2. Instructors should be able to demonstrate all the climbing, teaching, evacuation,and supervision skills necessary to safely conduct climbing activities.

18.5.3. For programs offering multi-pitch and/or lead climbing, instructors should document a variety of experience in multi-pitch climbing where they were responsible for participant safety.

19. **SNOW/ICE CLIMBING:** In general, the safety equipment and practices for Rock Climbing and Winter Camping apply.

19.1. Safety Equipment-

19.1.1. Ice axes for each participant in snow climbing activities and ice axes and crampons for ice climbing.

19.1.2. Appropriate clothing should be available and worn, including gloves, protective outer clothing, and goggles or sunglasses.

19.2. Safety Practices-

19.2.1. Snow Climbing:

19.2.1.1. Participants should be instructed in all the specific skills necessary for snow climbing and travel and practice in safe areas.

19.2.1.2. Before snow climbing and travel are included in actual travel routes, participants should demonstrate competency with self-arrest, with and without packs.

19.2.1.3. Self-arrest practice should be held at sites where there is and adequate run-out.

19.2.1.4. If included in the program, participants should be taught and demonstrate competency in sitting and standing glissades and snow belays.

19.2.2. Ice Climbing-

19.2.2.1. Programs should be avoid climbing in locations where avalanche from above is a hazard.

19.2.2.2. Self-arrest should be practiced while wearing crampons.

19.2.2.3. A minimum of two ice screws and/or bollards or other secure anchor points should be used as an anchor for ice climbs. Anchors should be checked frequently.

20. **MOUNTAINEERING:** This section refers to travel in mountain terrain, above and below timberline, in all seasons, using specialized equipment and techniques. Dangers such as ice and rockfall and avalanche are combined with participant unpredictability when confronted with the stress of exposure to heights and fatigue. Mountaineering activities, which include roped climbing, should only be undertaken when conditions of climate, equipment, physical conditioning, and previously demonstrated participant skills and attitudes are evident. All Safety/Conservation Equipment practices for Expeditions, Rock Climbing, and Snow Climbing should be followed with the following additions and substitutions:

20.1. Safety/Conservation Equipment-

20.1.1. Unless the group is traveling with complete gear, a sleeping bag, shelter, stove and fuel, and extra food and drink should be taken.

20.2. Safety Practices-

20.2.1. Participants should be briefed on the route and on mountaineering procedures.

20.2.2. Climbs should be timed to avoid anticipated adverse weather conditions.

20.2.3. All peak climbs are to be approved in advance by supervisory staff and are to be along routes familiar to the instructors.

20.2.4. In a roped climbing situation, there should be an instructor present and available to intervene if any roped team requires assistance.

20.2.5. In case of emergencies, caused by either injury or weather conditions, escape routes should be carefully planned.

20.2.6. Participants should be able to demonstrate climbing and downclimbing skills appropriate to the route and weather.

20.2.7. Participants should be briefed on the hazards encountered during a descent, emphasizing fatigue and inattentiveness as key factors.

20.3. Specific Leadership Qualifications-

20.3.1. Mountaineering, including roped climbs, demands the highest levels of instructor competency. Such activities should not be included in a program unless instructors are able to document and demonstrate previous guiding experience in similar conditions to those common to the planned routes and with participant groups similar to those in the program. These activities should be conducted under the direction of program supervisors until field staff competency has been observed under a variety of conditions.

21. ORIENTEERING:

21.1. Safety Equipment-

21.1.1. All participants and staff members should carry a whistle and a watch and wear appropriate clothing.

21.1.2. For night orienteering, eyes should be protected and participants should have flashlights or headlamps.

21.1.3. If participants are in a large, uncontrolled area, they should travel in groups of two or more. If there are not first aid stations at specific checkpoints, participants should carry basic first aid materials.

21.2. Safety Practices-

21.2.1. Instructors should reconnoiter the area to be used for orienteering activities, including the surrounding areas. Potential hazards should be noted on the maps and used for briefings.

21.2.2. Instructors should designate natural boundaries which should not be crossed. These boundaries, such as streams, roads, etc., should be marked on maps and noted during briefings.

21.2.3. An instructor should designate a location and time for rendezvous for all staff and participants. Participants should be briefed on safety procedures and potential risks prior to the activity.

21.2.4. As part of the instructional process, participants should take part in simulations in cleared areas where competency can be developed and observed.

21.2.5. The compass should not be hung around the neck.

21.2.6. A signaling system should be taught and practiced prior to field activities.

21.2.7. Instructors should monitor participants closely due to the scattered nature of this activity.

21.2.8. Magnetic north should be marked on all maps.

21.3. Specific Leadership Qualifications-

21.3.1. Instructors should be able to document orienteering skills and be able to demonstrate individual orienteering and teaching skills.

21.3.2. Instructors should be able to conduct group field orienteering safely.

22. **SERVICE PROJECTS:** The focus of a project should be service to the environment and/or other people, with both aspects included if possible. Instructors are encouraged to participate in the project. Briefings and debriefings are important aspects of service projects.

22.1. Instructor/Participant Ratios-

22.1.1. If scheduled during a course, the usual ratio of two instructors to ten or twelve participants is recommended.

22.2. Safety Equipment-

22.2.1. A first aid kit should be at the site.

22.2.2. Repair and maintenance kits should be available to insure that the equipment is operating correctly and safely.

22.2.3. Participants should wear appropriate protective equipment.

22.3. Safety Practices-

22.3.1. Contracts and arrangements should be made by the instructor prior to the beginning of the course. Arrangements should be detailed enough to insure that adequate equipment and supplies are available.

22.3.2. Until they have been given instruction and have demonstrated competency, participants should not use tools and equipment without supervision.

22.3.3. Safety briefings should preceed all service projects.

22.4. Specific Leadership Qualifications-

22.4.1. Unless other qualified personnel are present, instructors should be experienced in the use of the tools and equipment needed to complete the project.

22.4.2. Instructors must be able to demonstrate ability to instruct participants in the use of hand and power tools and to supervise their use.

22.4.3. Instructors must be able to demonstrate first aid competence in dealing with injuries commonly related to the tools and equipment being used.

B: AQUATIC ACTIVITIES: This group of activities has accounted for a large percentage of the fatalities which have occurred in outdoor adventure programming. Except where specifically noted, all the activities in this section pre-suppose that participation should be allowed for both swimmers and non-swimmers. The categories "swimmer" and "non-swimmer" should be determined by swim testing or screening. Methods for swim testing are covered in the section on swimming.

GENERAL AQUATIC PRACTICES: The following general practices apply to all aquatic activities covered in the A.P.P.:

1. When aquatic activities take place under field conditions, the supervising instructors should have at least one of the following: American Red Cross Advanced Lifesaving, Royal Lifesaving Society Bronze Medallion, YMCA Lifesaving, BSA Lifeguard, or equivalent certification. {The responsibility for documentation of "equivalent certification" rests with the program.}

2. When the activity area is accessable to specialists or other supervisors, the activities can take place under the direct supervision of instructors holding the previously described certifications. Field instructors without specified levels of certification and training may assist in roles assigned to them by the qualified instructor.

3. The same rationale should apply to instructional activities. When an instructional area has recognized certifying bodies that have developed instructor training and certification programs then the instructor should hold a valid certification or the equivalent. These aquatic practices should be applied to all participants and instructors and apply when land activities would require the skills of someone trained in more than elementary, non-swimming forms of rescue. Fishing along a deep, swift stream would be an example of such an activity.

4. The A.P.P. provides basic practices necessary to operate a permanent swimming site safely. However, there are many resources which provide comprehensive practices for such sites and for the activities which would regularly take place at the site.

5. The levels of supervision necessary for safe conduct of an aquatic activity will vary and depend on a variety of factors, including the nature of the site, the skills of the participants, and the nature of the activity.

6. All participants should be informed of the risks associated with aquatic activities.

1. SWIMMING:

1.1. Instructor/Participant Ratios-

1.1.1. When supervised by field instructors, the ratios for basic camping should apply, otherwise the ratio should be one to ten with a minimum of two instructors assigned to any group.

1.2. Safety Equipment-

1.2.1. Reaching and throwing assists and a first aid kit should be immediately available to supervisory staff.

1.2.2. When a swim area is large enough for swimmers to get out of easy throwing range, watercraft should be available for rescue purposes.

1.2.3. The instructor should have a whistle or other signaling device.

1.3. Safety Practices-

1.3.1. Each program should have implemented written regulations regarding the use of natural swimming areas that include, but are not limited to, the following:

1.3.1.1. All swimming activities are under the supervision of qualified instructors.

1.3.1.2. All potentially dangerous water conditions, such as drop-offs, rapids, and submerged objects, should be placed out-of-bounds or activities near them controlled.

1.3.1.3. Swimming area boundaries should be established and, if possible, marked.

1.3.1.4. Swimming should take place during daylight only.

1.3.2. Prior to engaging in swimming activities, each participant should be evaluated and classified as to swimming abilities and subsequently assigned to appropriate areas, equipment, and supervision.

1.3.3. The swim test should be conducted so that individual attention can be given to the person being tested. Results of the test should be noted in instructor logs.

1.3.4. The following activities should be included in a swim test:

1.3.4.1. Observation of attempts at both a feet-first and head-first water entry.

1.3.4.2. Attempt to swim 100 yards.

1.3.4.3. Attempt to tread water for four minutes.

1.3.4.4. Attempt to submerge to a minimum depth of five feet and swim underwater for a minimum of ten feet.

1.3.5. Participants who fail the swim test should wear a life jacket during any water activity other than swimming instruction.

1.3.6. Each program should have written emergency and accident practices which deal specifically with near-drowning and other aquatic accidents. The practices should be rehearsed, reviewed annually, and revised as necessary.

1.3.7. All water slides, swings, zip wires, and ropes course events with potential for water entry should be conducted to meet basic swimming practices.

1.3.8. Instructors should review basic emergency and safety practices with all participants.

1.4. Specific Instructor Qualifications--In addition to all those previously listed, if a staff member is charged with managing an entire waterfront area they should have appropriate waterfront management skills.

2. **FLATWATER--CANOEING/BOATING:** This section is limited to activities in still water or Class 1 moving water.

2.1. Instructor/Participant Ratios-

2.1.1. Generally, the maximum should be eight participants to one instructor.

2.2. Safety Equipment-

2.2.1. All participants and instructors should be fitted with an appropriately sized and adjusted life jacket or personal flotation device (P.F.D.) that is fully functional approved by the U.S. Coast Guard or Canadian Government Specifications Board. {A description of Type I-V PFDs is included as Appendix 14.}

2.2.2. The sweep (last) boat on a trip should carry a first aid kit, repair kit, a 65' throw bag or line, and a spare life jacket for every eight participants.

2.2.3. A spare paddle should be carried in each boat.

2.2.4. All boats should be fitted with sufficient buoyancy to support the full permitted crew and equipment, even when the boat is waterlogged. Each boat should be equipped with polypropelene painters or grab loops, in the bow and stern.

2.2.5. Wet suits or other adequate protective clothing should be provided when the water and air temperatures warrant.

2.3. Safety Practices-

2.3.1. Equipment should be carefully inspected before each trip and participants should be briefed on proper use and care.

2.3.2. A detailed itinerary and trip route should be supplied to regulatory agencies and/or program administrative staff.

2.3.3. The route and water conditions to be paddled should be familiar to the instructors.

2.3.4. The route and itinerary should not exceed the participants' physical capabilities.

2.3.5. For trips scheduled during marginal weather conditions, special care should be taken to avoid hypothermia. Water below 12 degrees C (55 degrees F) should be considered a cold water hazard and protective clothing worn.

2.3.6. Life jackets should be worn whenever indicated by instructors, and should be properly adjusted and fastened when worn.

2.3.7. Pre-trip basic instruction should be pro ded for participants including, paddling techniques and positions, floating in a life jacket, resuscitation, prevention and treatment of hypothermia, rafting, self and group rescue procedures, boat handling, trimming, loading and changing positions, and dumping and refloating a canoe using bow-over technique.

2.3.8. When making assignments to canoes, instructors should take into consideration swimming abilities and paddling skills and strengths of participants.

2.3.9. The instructors should ensure that the food, bedding and equipment are distributed so that undue hardship would not be suffered by the entire group if the contents of one canoe were lost due to mishap.

2.3.10. Manufacturer's and government load specifications should not be exceeded for any canoe.

2.3.11. While traveling, lead and sweep boats should be designated and boats paired in a buddy system. The lead boat should not be passed, and the sweep boat should not pass any boat. Each boat should maintain visual contact with the boat to its rear.

2.3.12. On lakes, the shore should be skirted rather than attempting open water crossings.

2.3.13. In the event of lightning, heavy winds or extreme fog, canoeing should be terminated and the groups should go ashore.

2.3.14. Programs should have written practices regarding severe weather conditions.

2.3.15. Portages should be led and swept by an instructor or skilled participant. Special care should be taken in populated areas where access roads and highways are encountered.

2.4. Conservation Practices-

2.4.1. All basic camping practices should be observed.

2.4.2. When possible, existing trails for should be used for portages.

2.4.3. Care should be taken with any fragile area, especially the concentrated narrow strips of use along the banks. All beaver construction should be avoided.

2.4.4. Programs should secure all appropriate permits and be aware of regulations covering assigning of campsites, waste disposal, water quality, fires, and firewood gathering.

2.5. Specific Leadership Qualifications-

2.5.1. Instructors should have completed the American Red Cross Instructor Course for Fundamentals of Canoeing, the American Canoe Association equivalent, or have equivalent skills. Instructors should ~^Sdoc~mente previous leadership and teaching experience in flatwater canoeing. Instructors should also meet all A.P.P. Basic Camping qualifications.

2.5.2. Instructors should be able to evaluate and incorporate the following factors into planning a canoe trip:

2.5.2.1. Technical difficulty and objective danger.

2.5.2.2. Season, weather, and river stages.

2.5.2.3. Pacing along the river, including travel time and camping time.

2.5.2.4. Student abilities and previous training.

2.5.2.5. Emergency practices and accessability of support.

2.5.2.6. Proper equipment selection and maintenance.

2.5.3. Instructors should be able to teach the following skills:

2.5.3.1. Paddle and/or oar strokes.

2.5.3.2. Boat preparation and handling techniques, including loading, balancing, launching, landing and maneuvering.

2.5.4. Instructors should be able to demonstrate techniques of safety and rescue to include:

2.5.4.1. Self-rescue.

2.5.4.2. Rescue from another boat.

2.5.4.3. Throwing safety or rescue ropes.

2.5.4.4. Rescue of stranded or marooned boaters.

2.5.4.5. Boat salvage and emergency repair.

2.5.4.6. Person overboard practices and capsize drills.

2.5.5. Instructors should demonstrate a thorough knowledge and awareness of wilderness river ecosystems, carrying capacity, and minimum impact camping methods specific to river travel.

3. **WHITEWATER CANOEING:** Whitewater is defined as water rated as Grade 2 or Class II or higher. Class II is defined by the American Whitewater Affiliation (A.W.A.) as, " Quite easy, rapids of medium difficulty, passages clear and wide with occasional boulders in stream, open canoes may ship water in places." When programs schedule canoeing trips in remote areas, they should refer to Aquatic Activity--#9, Ocean/Lake Touring, and be aware of all practices which apply. All practices for Flatwater Canoeing and Basic Camping should apply to shorter trips along with the following additions or substitutions:

3.1. Instructor/Participant Ratios-

3.1.1. For a whitewater canoe trip or expedition, the minimum allowable ratio should be two instructors to ten participants.

3.1.2. For a multi-day trip which includes Class 3 or Class 4 water, the ratio should be no less than one qualified instructor to four participants who should have good skills and adequate experience.

3.2. Safety Equipment-

3.2.1. For whitewater boating, USCG approved life jackets, Type III or Type V or better should be provided.

3.2.2. Knee pads should be either worn or installed in the canoes.

3.2.3. Participants should have available equipment and clothing appropriate to the weather and route, including dry bags.

3.2.4. Canoes should be equipped with a spare paddle, bailers, and sponges, adequate flotation, and floating painters tied onto the canoe using a quick release method.

3.2.5. Both the lead and sweep boats should have a 65 foot throw bag or rope and a haul rope.

3.2.6. Suitable whitewater helmets should be provided for rivers with dangerous, rocky rapids.

3.2.7. Instructors and participants should have a knife immediately available for emergency situations.

3.2.8. The instructors should have maps and river guides for the route planned and for emergency escape routes.

3.2.9. Support transportation or access to emergency transportation should be available at the takeout.

3.3. Safety Practices-The AWA Safety Code should be followed along with the following. {The AWA Safety Code is included as Appendix 15.}

3.3.1. Instructors should make the final decision on whether or not to run any section or the river or rapid based on the physical and mental preparedness of the participants, the weather, the stage of the river or any other factors which apply to safety.

3.3.2. Whitewater helmets should be worn for rapids where the danger of head injury exists.

3.3.3. Participants should be briefed about the relatively risks of whitewater canoeing and needed skill levels for safety.

3.3.4. Before beginning a trip, participants should be briefed and instructed on appropriate whitewater skills and should be able to read and classify swiftly moving water.

3.3.5. The following specific techniques and areas of concern should be thoroughly discussed with participants:

3.3.5.1. Potential dangers, such as hydraulics, strainers, undercut rocks, pinning, standing waves, eddys, chutes, falls, swamping and foot entrapments.

3.3.5.2. Safety in the water with an overturned canoe, including staying on the upstream side and not fighting the current.

3.3.5.3. Pack all gear into the boat with no loose lines hanging with the potential for trapping in a capsize situation.

3.3.5.4. Securing all loose clothing, especially ponchos, to avoid getting caught in the event of capsizing.

3.3.5.5. Hazards of breaking upon an obstruction, including methods of freeing the boat and how to avoid being trapped.

3.3.5.6. Spare paddle tie-in and easy availability.

3.3.5.7. Hazards of walking until at a safe depth for the current.

3.3.6. Participants should be experienced in the feeling of power and coldness of a whitewater river, how to swim a rapid, how to capsize, paddle a swamped canoe, self-rescue, and canoe-over-canoe rescue, body position when canoeing, and exiting and entering a canoe.

3.3.7. Participants should be familiar with the AWA Safety Code, know the AWA River Classification System,and be able to use the AWA River Signals and practice appropriate river etiquette.

3.3.8. The following practices should be used when running rapids:

3.3.8.1. The group should make visual reconnaissance of major rapids and discuss the safest route.

3.3.8.2. The designated lead canoe should run the rapid, turn out below, and wait for the next canoe.

3.3.8.3. Unless running a long series of rapids, no canoe should enter a rapid until the canoe preceding it has safely negotiated the rapid, has turned below, and is in position for rescue.

3.3.8.4. No night travel should be allowed.

3.3.9. The following emergency and communication signals should be used:

3.3.9.1. Emergency help--wave paddle over head with circular motion.

3.3.9.2. Stop--paddle placed horizontally over head and moved up and down.

3.3.9.3. Pull Out-Left or Right--paddle horizontally over head with the blade pointing toward the direction everyone is to go.

3.4. Specific Leadership Qualifications---In the United States the American Canoe Association (ACA) has the most experienced Instructor Trainers. The ACA and the American Red Cross have a cooperative agreement providing for exchange of instructors and instructor trainers and for exchange of educational materials.

3.4.1. For whitewater canoeing, an instructor should be a certified American Red Cross River Canoeing Instructor or an American Canoe Association Whitewater Instructor, or equivalent Canadian certification, or be able to demonstrate equivalent skills.

3.4.2. Instructors should be able to document progressive personal and professional experience in whitewater canoeing and leadership of whitewater canoeing trips of the difficulty planned in the program.

3.4.3. Instructors should have American Red Cross Advanced First Aid certification or skills and experience including practical skills in prevention and treatment of hypothermia. Instructors should be able to demonstrate teaching skills in all of the required areas to be covered with the participants.

3.4.4. When programs include multi-day, long-distance, touring trips in remote country, at least one instructor should be a certified Emergency Medical Technician (E.M.T.) or have equivalent training. An E.M.T. should have advanced training in wilderness medical emergency response.

4. WHITEWATER--KAYAKS/CLOSED CANOES: All practices for whitewater canoeing and flatwater canoeing, as well as basic camping practices, apply to this area with the following additions and/or substitutions:

4.1. Instructor/Participant Ratios-

4.1.1. With proper progressions, the staff/participant ratio can be the same as for whitewater canoeing.

4.2. Safety Equipment-

4.2.1. All boats should have flotation bags, footpegs or thigh braces, knee pads and spray skirts.

4.2.2. Boats should have grab loops or "T" handles on the bow and stern.

4.2.3. All participants should have appropriate protective clothing and footwear for the weather and water conditions.

4.2.4. Instructors should carry repair kits, first aid kits, accessable heavy duty knife, throw bags, carabiners, and spare paddles.

4.3. Safety Practices-

4.3.1. Programs should follow the safety code of the American Whitewater Affiliation. (See Appendix 15.)

4.3.2. All participant boaters should be competent at wet exits, towing an overturned boat, emptying an overturned boat, bank entrances, tossing and receiving a throw line, belay techniques and self-rescue.

4.3.3. Participants should be instructed in techniques of lining and tracking and be able to demonstrate competency before using these techniques on an extended trip.

4.4. Specific Leadership Qualifications-

4.4.1. Instructors should be able to document whitewater paddling experiences including numerous river trips that exceed the difficulty of those planned for the program participants.

4.4.2. Instructors should have instructional skills in all aspects of whitewater kayaking and/or closed canoeing as evidenced by ARC or ACA Instructor certification or equivalent skills experience.

4.4.3. Instructors should have advanced first aid experience, including skills in treatment of hypothermia.

4.4.4. Instructors in whitewater boating activities should have qualifications equal to staff supervising swimming avtivities.

5. **WHITEWATER RAFTING/INFLATABLE KAYAKS:** For all raft and inflatable kayak expeditions, all practices for whitewater canoeing and basic camping should be followed with the following additions and substitutions:

5.1. Instructor/Participant Ratios-

5.1.1. For paddle rafting, there should be an experienced instructor for each boat. For rowing trips, there should be one instructor boat for each six participant boats.

5.1.2. For inflatable kayaking, there should be one instructor in the water for every six participants in solo boats. There should be an additional instructor in the support raft.

5.2. Safety/Conservation Equipment-

5.2.1. Each raft should carry a throw rope and a first aid kit.

5.2.2. The support or staff raft should carry extra paddles and/or oars, two 50' throw ropes, first aid kit, two pumps adequate to refill rafts, spare life jackets, a repair kit adequate to fix major damage to either rafts or kayaks, all required permits, maps and route descriptions, and ropes, pulleys and other appropriate devices for executing a boat rescue.

5.2.3. For rivers with dangerous, rocky rapids, helmets should be available for all instructors and participants.

5.2.4. Where required by regulation, parties should carry all required equipment such as fire pans and boxes, portable toilets, and cooking stoves or charcoal.

5.3. Safety Practices-

5.3.1. All participants should be able to use a standardized set of inter-boat communications.

5.3.2. A staff member should ride in each raft until participants have demonstrated the skills necessary to safely negotiate all upcoming river hazards.

5.3.3. Life jackets should be available at all times and worn whenever indicated by instructors or the situation. Any swimmers should wear life jackets in moving water.

5.3.4. All major rapids should be scouted (from shore if possible), routes planned, instructors in lead and sweep boats and rapids run one boat at a time.

5.3.5. In near upset conditions, boaters should know how to avoid tipping by leaning downstream or toward obstacles.

5.4. Conservation Practices-

5.4.1. All parties should practice minimum impact camping techniques and follow all conservation practices required by land and river management agencies.

5.5. Specific Instructor Qualifications-All the qualification for Flatwater, Whitewater, and Swimming activity sections apply with the following additions.

5.5.1. For whitewater rafting and inflatable kayaking, instructors should demonstrate competency in piloting a raft or inflatable kayak in water at least one Class above that which will be encountered with participants.

5.5.2. Instructors should demonstrate knowledge of rescue techniques for broached or pinned boats and trapped boaters.

5.5.3. Instructors should be able to document extensive multi-day river rafting experience in a variety of water and climate conditions.

6. TUBING: All safety practices associated with Whitewater Boating apply with the following additions and substitutions:

6.1. Instructor/Participant Ratios-

6.1.1. There should be one qualified instructor for each six participants with a minimum of two instructor per group.

6.2. Safety Equipment-

6.2.1. U.S. Coast Guard approved Type III or V life jackets should be available for each participant.

6.2.2. A instructor should carry a first aid kit, patch kit and tire pump in a waterproof container.

6.3. Safety Practices-

6.3.1. Appropriate footgear (i.e. sneakers or running shoes) should be worn at all times.

6.3.2. Prior to the trip, instructor should check all life jackets and tubes and replace those which are inadequate,

6.3.3. Prior to use, all routes should have been scouted by an instructor.

6.3.4. Instructors should be aware of participants' swimming ability.

6.3.5. All participants should be instructed in resuscitation, prevention and treatment of hypothermia and rescue practices.

6.3.6. Instructor should man lead and sweep tubes. If a support raft is used it should run lead. The lead tube should not be passed except in emergencies, and the sweep tube should not pass other tubes.

6.3.7. Life jackets should be worn at all times.

6.4. Specific Leadership Qualifications-

6.4.1. All instructors should be strong swimmers and hold an Advanced American Red Cross Lifesaving Certificate or hold equivalent Canadian certification, and have experience with whitewater boating.

7. **SAILING**: Included are practices for sailing programs which use small centerboard sailboats such as Albacores, Sunfish or Sailfish or in sail rigged canoes with leeboards. The assumption is made that the boats should be sailed by participants as soon as the necessary skills are acquired. For sailing programs with boats capable of carrying larger groups, it is expected that the instructors should be rated by the U.S. Coast Guard, or equivalent body, to sail such a craft with passengers and that there should be a qualified instructor in each boat. Any tasks carried out by students should be progressively taught and carried out under close instructor supervision. Programs which take day-long or multi-day trips should refer to Aquatic Activity #9--Ocean/Lake Touring.

7.1. Instructor/Participant Ratios-

7.1.1. Beginning instruction should include one instructor for each boat; the number of participants depends on the rating of the boat. During intermediate instruction, one instructor should be present in a motorized rescue boat for a maximum of six participant sailboats (boats sailed single or double).

7.2. Safety Equipment-

7.2.1. The rescue boat should be equipped with reaching and throwing assists, first aid kit, warm/dry clothing, and repair kit.

7.2.2. U.S. Coast Guard approved Type II life jackets should be provided for all instructor and participants.

7.2.3. Small sailboats without daggerboards and self bailing should be equipped with two paddles and a bailing bucket, and this equipment should be tied into the boat to avoid loss.

7.2.4. Small sailboats with daggerboards and self bailing should be equipped with at least one spare paddle.

7.2.5. For trips, each boat should be equipped with an anchor and should have a method for attracting attention such as flares or signals.

7.2.6. For trips, each boat should carry high energy food, dry clothing in water proof containers and, for ocean trips, fresh water.

7.2.7. Each boat should have proper flotation that insures that it will float and support the passengers when filled with water.

7.3. Safety Practices-

7.3.1. All instructor and students should wear properly fastened life jackets when sailing.

7.3.2. Instructors should insure that every sailboat is properly equipped and that all rigging is functional.

7.3.3. An inclement weather flag of bright red should be raised in the instructional area during dangerous weather. When the flag is raised, all boats should return to shore immediately.

7.3.4. To insure a safe sailing program each student should be taught to:

7.3.4.1. Safely get in and out of a sailboat.

7.3.4.2. Rig and unrig a sailboat.

7.3.4.3. Basic sailing maneuvers.

7.3.4.4. Capsize, righting and overboard practices.

7.3.4.5. Signaling other boats or other help.

7.3.4.6. Handling the boat if caught out in a storm.

7.3.4.7. Purposes of the inclement weather flag.

7.3.5. Instruction should be progressive.

7.3.6. All participants should wear appropriate footwear.

7.3.7. Before a trip begins, the instructor should have developed an itinerary which takes into account any hazards or weather warnings. The itinerary should be left with supervisory staff and any appropriate regulatory agency.

7.3.8. Boats should sail within sight of one another.

7.3.9. All U.S. Coast Guard rules and regulations should be followed at all times.

7.3.10. Instructors should have access to weather forcasts on a daily basis.

7.4. Specific Leadership Qualifications-

7.4.1. Instructors should hold an American Red Cross Sailing Instructors Certificate or the equivalent from another certifying body or be able to demonstrate equivalent skills and experience.

7.4.2. For trips involving open water, instructors should be able to demonstrate the ability to navigate in shallow water and to find and follow navigable channels.

7.4.3. Instructors should be able to assemble and use a comprehensive repair kit.

7.4.4. Instructors should be able to demonstrate the ability to consider and evaluate each of the following in planning a trip:

7.4.4.1. Navigational difficulty and objective dangers and hazards.

7.4.4.2. Season, weather forecasts, wind and tide conditions.

7.4.4.3. Trip timing.

7.4.4.4. Participant training and previously demonstrated abilities.

7.4.4.5. Participant/Instructor ratio.

7.4.4.6. Emergency practices and accessibility of help.

7.4.4.7. Capabilities and limitations of boats and equipment available for the trip.

7.4.4.8. Emotional condition of the individual participants and the psychological tone of the group.

8. BOARD SAILING:

8.1. Instructor/Participant Ratio-

8.1.1. One instructor member to each six (6) participants is the maximum.

8.2. Safety Equipment-

8.2.1. A safety boat should be available for rescues and support.

8.2.2. All instructors and participants should have properly sized and fitted U.S. Coast Guard approved life jackets, Type II quality or better.

8.2.3. If water or air temperature conditions warrant their use, wet suits should be available for participant use.

8.3. Safety Practices-

8.3.1. All participants should be swim tested prior to using a sail board.

8.3.2. Instructors should inspect all boards before they are used and should repair as needed.

8.3.3. Users of the sail board should have a knowledge of the principals of sailing, know how to rig a board correctly, be able to balance, capsize and right a board.

8.3.4. Participants should demonstrate competency in protected waters before attempting open water sailing.

8.4. Specific Leadership Qualifications-

8.4.1. Instructors should be able to demonstrate participant and teaching skills in board sailing.

8.4.2. Instructors should be able to meet the qualifications for the A.P.P. Sailing activity area.

9. OCEAN/ MAJOR LAKE TOURING: This section refers to long day or multi-day activities on large bodies of water. Programs which use these activity areas must be certain that every instructor is trained in all aspects of navigation and first aid, and that each is experienced in successful group leadership using similar types of equipment with similar participant populations. Programs must not begin programming in a new area without extensive pre-program reconnoitering by every instructor who is going to work in the area. Programs should be committed to sufficient expenditures to insure purchase and maintenance of the highest quality equipment available. If radios are going to be used, then their use must be practiced under adverse, conditions and range and response by U.S. Coast Guard boats and aircraft checked prior to summoning them under actual emergency conditions. Perhaps winter mountaineering is the only other program area that demands such high levels of program commitment, supervision, and equipment; and instructor training, experience and judgement. All A.P.P. practices for Canoeing, Sailing and Basic Camping apply with the following additions and substitutions.

9.1. Instructor/Participant Ratios-

9.1.1. The ratio should be two instructors to ten participants with instructors strategically placed in the group for safety.

9.2. Safety Equipment-

9.2.1. Whatever type of craft is used they should meet all appropriate specifications which include but are not limited to design for the purpose for which they are being used, materials, watertightness, weight capacities, flotation sufficient to support the capsized vessel and all of its occupants, night lights, and emergency equipment.

9.2.2. Each group should carry a first aid kit in a watertight container.

9.2.3. Each group should carry a high frequency and/or a citizens band radio with high quality batteries and spare batteries. A radio capable of receiving regular weather forcasts and U.S. Coast Guard craft warnings also should be carried. All radios and batteries should ~^Sbvve stored in a watertight container.

9.2.4. Each person should have protective waterproof raingear, a readily accessible signaling device for communication in the fog, and charts and compass for navigation in the fog.

9.2.5. Each boat should be equipped with tow lines, bailers, flares (aerial and paddle mounted), spare paddles, compass, charts, loud signaling device, readily accessible quick energy food, fresh water, and spare clothing.

9.2.6. Each group should carry portable stoves and fuel.

9.3. Safety Practices-

9.3.1. Participants should be briefed on the hazards of and approaches to ocean/lake wind patterns, tidal change and currents, cold water immersion, and capsize danger.

9.3.2. Participants should be able to pack a vessel in such a manner that all equipment is secure and the vessel is in trim.

9.3.3. When vessels have spray skirts, participants should have experienced a supervised bail out with skirt on in the water temperature anticipated for the trip.

9.3.4. Participants should have practiced launching and coming ashore.

9.3.5. When there is a surf, instructors should give a physical assist to the launching of each participant vessel.

9.3.6. An instructor should be the first to come ashore in order to assist in beaching participant vessels. Another instructor vessel should assist with timing of approaches to the beach and to standby for rescue of capsized vessels.

9.3.7. Specialized rescue techniques including, rafting, bailing, towing, re-entry, should be explained and practiced until competency is demonstrated.

9.3.8. No lake/ocean crossings of over two miles should be made under less than optimal conditions, which include, at a minimum, the factors of clear weather, relatively calm water/seas, favorable breezes, tides and currents, positive weather report and local conditions, and good attitude and physical condition of participations.

9.3.9. All crossings should be made to the nearest point of land opposite, and generally, crossings of any kind or travel at any distance from shore should be avoided whenever it is possible.

9.3.10. Alternate routes, landing sites, and campsites should always be planned in case of sudden changes in wind and/or weather conditions. Of particular concern are alternate sheltered landing sites.

9.3.11. When the vessels are anchored or ashore they should be protected from the adverse effects of wind and tide.

9.3.12. Participants should be prohibited from beach walking among driftwood at times of high tide and waves.

9.3.13. Each vessel should be checked daily for release pulls on skirts, paddles, flotation, and packing.

9.3.14. Extreme care should be exercised when in the vicinity of whales or other large marine life.

9.3.15. Instructors should check on the presence of "red tide" before allowing participants to collect and consume organisms which might be affected. The majority of such tides are not visible to the eye.

9.3.16. The program should develop a relationship with the local U.S. Coast Guard and/or other authorities in order to insure response in case of emergency. Programs should give detailed itineraries to program administrators and local authorities. Other possible support contacts might include local fishermen, logging camps, Indian villages and other adventure programs operating in the area.

9.4. Conservation Practices-

9.4.1. Portable stoves should be used to avoid overuse of driftwood, especially at frequently used campsites.

9.4.2. Latrines and cat holes should be dug in duff, not in beach sand, to insure decomposition of waste materials.

9.4.3. All unburnable garbage and trash should be collected and hauled back to proper disposal facilities.

9.4.4. Programs should be aware of the regulations and seasons which apply to catching and gathering marine life and both the program and the participants should have licenses if they are required.

9.5. Specific Leadership Qualifications-

9.5.1. Instructors must have documented and demonstrated extensive personal and professional ocean/major lake experience and judgement under a variety of weather, water and tide conditions.

9.5.2. Instructors should be intimately familiar with the area of program operation, especially the location of support resources and emergency communication facilities.

9.5.3. Without radios, emergency evacuation due to life threatening illness or accident is extremely difficult or impossible, especially in severe weather conditions; therefore it is strongly recommended that at least one instructor be a Certified Emergency Medical Technician (E.M.T.) or have advanced training for wilderness medical emergencies.

10. POWER BOATING:

10.1. Instructor/Participant Ratios-

10.1.1. The number of participants should depend on the rated capacity of the power boat which is not to be exceeded.

10.2. Safety Equipment-

10.2.1. U.S.C.G. approved life jacket or lifesaving cushion for each person on board.

10.2.2. Two paddles and one anchor with not less than 50 feet of cable, rope or chain. The attachment line should be of sufficient length for anticipated conditions.

10.2.3. One bailer or one manual pump.

10.2.4. Fire extinguisher, U.S.C.G. Class B1.

10.2.5. A buoyant heaving line or approved lifebuoy.

10.2.6. Signal flares for use during daylight and darkness.

10.2.7. Sufficient lights and sound signalling apparatus to comply with Coast Guard Small Vessel Regulations.

10.2.8. First aid kit and engine repair kit.

10.2.9. Supply of fresh water and emergency food.

10.3. Safety Practices-

10.3.1. All passengers should have been taught to put on and secure a life jacket and basic safety practices in case of a person-over-board or capsizing.

10.3.2. The rated capacity of the boat should not to be exceeded.

10.3.3. All operators of motor vessels should have appropriate licensing for the type of vessel and range of operation.

10.3.4. The instructor should check to insure that all vital safety equipment is on board prior to departure.

10.3.5. Weather conditions forecast for the area of operation should be secured before leaving shore.

10.3.6. Instructors should go through an approved refueling safety procedure, which includes putting passengers ashore during the process.

10.4. Specific Leadership Qualifications-

10.4.1. Instructors who operate power boats over 18 feet in length must have successfully completed an approved power boat certification program and hold a current rating or be able to demonstrate equivalent levels of proficiency. Where required, licenses from the U.S.C.G. ~^Slwill be held by all instructors operating a motor vessel.

10.4.2. The instructor should hold an American Red Cross Advanced Life Saving Certificate.

C. AERIAL ACTIVITIES: Due to a combination of expense and risk factors, relatively few programs conduct aerial activities. Those that do often contract with local specialists to run specific activities such as sky diving. Programs should carefully consider the liability aspects of contracted services and develop any contracts with the assistance and approval of the program's attorney.

1. **HANG GLIDING:** This activity area has highly developed standards and guidelines. The United States Hang Glider Association serves the interests of the hang glider community on the nation and international levels. It is strongly recommended that any program using hang gliding as an activity area be associated with at least the knowledge base and training opportunities available through the USHGA. The following can serve as an outline for developing practices for this area; however, it may be easier and more comprehensive to become part of the USHGA structure. Such association could have important benefits in access to flying areas and to appropriate insurance.

1.1. Instructor/Participant Ratio-

1.1.1. A minimum of two staff should be present for all beginning field instruction sessions. One instructor should be at the take-off area and another at the landing zone.

1.1.2. The unique characteristics of the flying site may require additional instructors.

1.1.3. While a class may consist of any number of participants, only one beginning student should be in the air at a time. All instructors should be attending to that flyer.

1.1.4. If the area is large, teams of instructors could work with separate groups of participants; however, one instructor should be charged with overseeing the entire area.

1.2. Safety Equipment-

1.2.1. The hang glider and all accessory equipment should be inspected and approved by an instructor prior to student access to the equipment.

1.2.2. The flying site should have an appropriately supplied first aid kit and emergency evacuation equipment.

1.2.3. Each beginning student should wear an approved helmet, long sleeved shirt or coat, long pants, gloves, sturdy footwear, and any other protective equipment appropriate to the site.

1.2.4. Wind socks and/or streamers should be at the take-off and landing zones.

1.2.5. A wind speed indicator should be maintained at

the flying site.

1.2.6. Beyond the beginning level other equipments may be advisable such as barographs, variometers, air speed indicators, altimeters, etc.

1.2.7. Some schools find "in helmet" communication helpful and some insist on it as a definite safety consideration; therefore, it is strongly suggested.

1.2.8. Parachutes should be worn by advanced pilots.

1.3. Safety Procedures-

1.3.1. The flying site should be free from all obstacles such as power poles and lines, fences, and trees. The steepness of slope, length of flyable area, height of take-off, and area for landing should be suitable to the prevailing winds and skill level of the pilots.

1.3.2. Pre-flight inspection of all equipment should be mandatory for each flight. (The USHGA pre-flight inspection is a 50 page document; and is recommended for use. In general, the categories are: sail wear, dents in tubes, frayed cables, and harness set-up.)

1.3.3. The flying site should be located so it will not attract the attention of passing motorists.

1.3.4. Prior to the flight, the instructor should review the entire flight plan with each participant.

1.3.5. The take-off and landing zones should be clear of all persons except for the pilot and instructors.

1.3.6. Flight simulators can provide a successful and safe learning experience and should be use where available.

1.3.7. Pilots should:

1.3.7.1. Avoid gusty or high winds, down-wind landings, and stunt flying.

1.3.7.2. Stay clear of clouds, fog and controlled airspace.

1.3.7.3. Never fly alone.

1.4. Conservation Practices-

1.4.1. Programs should avoid overuse of specific areas.

1.4.2. Permits may be required in some areas. The instructor should be aware of local, county, state, and federal regulations.

1.5. Specific Leadership Qualifications-

1.5.1. The instructor should be a graduate of the USHGA instructor certification program or should have a Hang 4 rating. Either qualification can also be met by having equivalent skills and experience.

1.5.2. The instructor should be experienced in teaching flying skills and safety practices.

VIII. EMERGENCY PRACTICES: This section contains the common practices which apply to response to emergency situations. The practices are organized into four divisions: First Aid, Evacuation, Search and Rescue, and Notification and Documentation. Each program should have a written procedure which covers the areas included in this. (A summary of emergency procedures is included as Appendix 16.)

1. **FIRST AID:** All group members should be taught the basic elements of response to wilderness emergencies, regardless of their specific first aid background. The following practices should be practiced by the entire group before an outing or during the shake-down or training phases of an outing.

1.1. All group members should be aware of the location, contents and use of the "Group First Aid Kit."

1.2. After an accident has occurred, an instructor should take charge immediately. If an instructor is the victim, the assistant instructor should take control of the situation.

1.3. An instructor should see to it that the rest of the group is secure; then the victim should be approached carefully in order to lessen the danger to the helpers and to reduce the potential for further injury to the victim.

1.4. The instructor, or most qualified person in first aid, should insure basic life support for the victim: checking unobstructed AIRWAY, BREATHING and CIRCULATION (pulse and bleeding). If necessary, begin pulmonary or cardio-pulmonary resuscitation.

1.5. After immediate first aid has been administered, the victim, if conscious, should be questioned to determine if there are other discomforts. The victim should be given a full and complete exam checking for deformities and bleeding.

1.6. If the victim can be moved without further danger and is in an exposed and dangerous area, seek an immediate, safe location.

1.7. Instructions should be given calmly and precisely. Since there are many chores to be done, the leader should incorporate as many participants as possible. This practice not only makes the operations more expedient, but, by keeping group members busy, helps lessen the psychological trauma that group members might experience.

1.8. An accurate log of the victim's condition should be kept from the time of the accident. Included should be: temperature (especially when hypothermia is suspected), respiratory rate, pulse, if possible, blood pressure and a neural watch chart if head injury is suspected. In addition to periodic readings, any significant changes should be noted. If any drugs are administered, the dosage and the time should be recorded. {See Appendix 18, Field Accident Report Form.}

1.9. The victim should be treated for shock, using ARC or EMS practices.

1.10. If the victim is conscious and thirsty, he/she may be given warm liquids, if there are no signs of internal bleeding or other contraindications.

1.11. The rest of the group should be checked for shock and treated.

1.12. When the victim has been stabilized, it is necessary to make a series of decisions.

2. EVACUATION:

2.1. The following information should be included in the Emergency Information Sheet, copies of which are carried in the group first aid kit. {A sample Emergency Information Sheet is Appendix 17.}

2.1.1. Location and hours of operation of nearest facilities able to handle emergencies.

2.1.2. Travel time and availability of emergency and support vehicles.

2.1.3. Availability and competence of local rescue, ambulance and medical groups.

2.2. Once the victim is stabilized, the following decisions should be made:

2.2.1. Can the victim continue with the program?

2.2.2. Can the victim walk out under their own power?

2.2.3. Does the victim need evacuation?

2.2.4. Can and should the victim be evacuated by the group of participants?

2.2.5. Is outside help needed? Even for minor injuries, if there is uncertainty as to the victim's condition, party strength and capability etc., outside help should be notified.

2.2.6. Should the victim remain in the present position and location until outside help arrives or should the victim be moved to a more sheltered area?

2.3. After the leader has made the decisions, the entire group should be informed.

2.4. If the decision has been made to evacuate the victim using the participant group, then the following points should be considered:

2.4.1. Construction of the litter using the available materials.

2.4.2. Level of evacuation training previously given to the group. If it is needed, practice should be done before the actual evacuation.

2.5. If outside help is going to be summoned:

2.5.1. The "Field Accident Report Form" should be filled out in duplicate. It is extremely important that this form be filled out completely and accurately. {Appendix 18 is an example.}

2.5.2. The leader should, select at least three strong participants for a messenger team to go for help. If it is feasible, an instructor should be sent as part of the team.

2.6. The messenger team should consider these points:

2.6.1. The route to and from the site of the accident should be planned and then accurately marked on a map which is taken with the team. If the route out deviates from the plan, the changes should be noted on the map.

2.6.2. The team should stay together on the trip out and avoid the possibility of further injuries.

2.6.3. The team should carry the following equipment and information: phone numbers, copy of the Emergency Information Sheet, Field Accident Report Form, appropriate clothing, money, map, compass and flashlight, first aid kit and sufficient food and shelter for the planned itinerary.

2.7. If a helicopter/aircraft evacuation is to be considered, the instructor must know the following:

2.7.1. What is the program procedure for authorizing air evacuation?

2.7.2. What are the types and severity of the victim's injuries, including the potential for aggravation during litter evacuation?

2.7.3. Are there alternate methods of evacuation which might be faster and/or safer?

2.7.4. What are the locations, availability and operational factors for the possible helicopters/aircraft that could be summoned?

2.7.5. What constitutes an adequate and accessable landing site for the type of helicopter/aircraft which could be summoned?

2.7.6. Is the weather and visibility suitable for helicopter/aircraft operations?

2.8. Once the messenger team has departed, the group with the victim should set up a temporary camp, assign a person to stay with and monitor the victim and make preparations for the arrival of the rescue group.

2.9. When the messenger team members make contact with the proper officials, they should surrender the route map and the Accident Report Form.

2.10. When the outside help arrives at the group's location, every possible assistance should be given.

2.11. The rescue party should conduct the rescue operation, unless aid from the group is requested. An instructor should go out with the victim. The victim's gear should be sent out with the victim.

2.12. In conjunction with the rescue operations, the leader and administrative staff should decide whether to abort the trip or to continue. The psychological state of individual participants and of the group are prime considerations in such a decision. The course should only be terminated as a last resort, as more positive alternatives are almost always possible.

3. **SEARCH AND RESCUE:** When a program participant is reported missing:

3.1. Pre-search practices should be initiated:

3.1.1. An instructor should assume the position of search leader and appoint a scribe. The scribe should write down everything that is done and the time each event occurred.

3.1.2. Programming should be halted, the reporter interviewed, and a search base camp established.

3.1.3. The search leader and scribe should compile all available information about the missing participant. The information should be noted on a Missing Person Questionnaire. {A sample is included as Appendix 19.}

3.1.4. Available help should be assembled and a quick search done of the immediate area.

3.2. Search Practices:

3.2.1. If the person is not found in the immediate area, then a search should be initiated. The type will depend on available manpower, terrain, weather conditions, time the person has been missing.

3.2.2. Search areas and routes should be marked on a map of the area.

3.2.3. If person is not found in a programatically pre-determined time, the Program Director should be notified using the same practices as if summoning help with an evacuation.

3.2.4. Teams of four to eight people should be sent into the field to do the first search. Each team should have a leader, maps, first aid kit, and emergency pack. A reporting time should be determined.

3.2.5. Possible search types include:

3.2.5.1. Hasty search: A rapid search covering the most likely places a person might go such as: trails, shelters, stream valleys, powerlines etc. This type of search often can be done over a substantial area with relatively few personnel. Watch for tracks and other signs.

3.2.5.2. Perimeter Search: A more detailed search in which the area is covered by a line of searchers who search while remaining within calling distance of one another. Searchers are briefed on the boundaries of the area and the search pattern to be used. Patrols should be done of linear features such as roads, rivers, fence lines, in case the lost party reaches them.

3.2.5.3. Fine search: Similar to the general except that searchers are close enough together to insure that the missing person could not be missed even if he/she is unconscious.

3.2.6. If the missing participant has not been found when the teams report back to base camp, then a more thorough search should be conducted. Any clues from the first search should be marked on the master map. At this time outside help might be requested.

3.3. If the participant is suspected to have runaway:

3.3.1. Usually someone in the group will know when a participant has runaway, but do not make assumptions.

3.3.2. Follow the same general practices as for a lost participant.

3.3.3. The missing participant may try to avoid the searchers.

3.3.4. Notify law enforcement authorities for help in patrolling and checking likely destinations.

3.4. Person Found:

3.4.1. If necessary, first aid should be used.

3.4.2. The found person should be interviewed and the report finalized.

3.4.3. Search teams should be debriefed and entire operation reviewed.

4. **NOTIFICATION**: These practices should written and be followed when a serious injury or illness or a fatality has occurred to either a participant or a staff member.

4.1. Serious Accident/Illness-

4.1.1. The instructor or the messenger team leader should notify the Director or Program Director if a participant's illness or injuries have required medical attention.

4.1.2. The Director or Program Director will notify the parent/guardian of the injury or illness.

4.1.3. The most crucial of the immediate follow-up procedures after a serious injury or a fatal accident, is the notification of the next of kin. Each situation will be unique, but the following are some general practices and suggestions:

4.1.3.1. Sensitivity to the feelings of the family is the foremost consideration. The conversation should be thought through before the call is made. The facts should be organized and accurate and the personal condolences appropriate to the situation. Due to shock and surprise it may be necessary to convey most of the details in a follow-up call. Be conscious of the timing of the call and what the person might be doing. Try to anticipate possible responses and prepare accordingly.

4.1.3.2. Promptness is extremely important; delays will almost certainly lead to suspicions and bad feelings.

4.1.3.3. Consider inviting family representatives to come to the hospital at the program's expense.

4.1.3.4. Consider having a staff member, who has first hand knowledge of the accident, make a follow-up call.

4.1.3.5. Consider having a program representative visit the family at their home.

4.1.3.6. Arrange for others (trustees, other staff, etc.) to reinforce your communications as it is helpful for the family to have support and/or information for a program source besides the School Director. Avoid extraneous or uncoordinated efforts in this regard.

4.2. Fatality-The following practices are suggested when an accident has resulted in a fatality or fatalities.

4.2.1. Insure the safety of the remainder of the group. Organize and assign specific jobs and responsibilities. Avoid allowing the stress of the situation to compound the emergency.

4.2.2. Do not disturb the body. Any such accident must be initially treated as a homicide by the police. Only the coroner or medical officer or his/her agent can authorize the removal of the body.

4.2.3. The police will need to make a careful investigation of the site, so do not disturb the area.

4.2.4. Send a messenger team to the nearest phone to contact the police or legal authorities. During this contact, only the facts should be given and speculation completely avoided.

4.2.5. The messenger team should have with them:

4.2.5.1. Field Accident Report Form.

4.2.5.2. Name, address and phone number of the victim taken from the Authorization To Treat A Minor form.

4.2.5.3. Map with exact location of the body marked along with the distance by road, trail and off-trail.

4.2.5.4. Estimate of probable time to reach victim.

4.2.5.5. Knowledge of equipment and manpower needed to evacuate the body.

4.2.6. The messenger team should establish a place and time for meeting the rescue/recovery party and establish how to stay in telephone contact until the meeting.

4.2.7. The Program Director should be contacted.

4.2.8. At the scene of the accident, it is crucial that full and complete documentation occur. This information may prove to be critical evidence for an inquest and it should be gathered despite the presence of ambient shock. The information needed includes:

4.2.8.1. Photographs of body, terrain, hazards and conditions.

4.2.8.2. Accurate, recorded measurements of distance of fall, water level, times and timing of rescue attempts, description of conditions such as snow conditions, weather, and temperature.

4.2.8.3. Do not alter or attempt to conceal facts.

4.2.9. The victim's name should not be released prior to the notification of the next of kin.

4.2.10. Either the Director or his/her assignee should serve as the Spokesperson. The spokesperson will have the responsibility of accumulating the facts concerning the accident. The spokesperson should act as the sole liaison between the media and the Program.

4.2.11. Specifically, the Spokesman should:

4.2.11.1. Prepare a factual statement to be reviewed by the Director and the Program Attorney.

4.2.11.2. Communicate the statement to the wire services.

4.2.11.3. Make the information equally available and show no favoritism.

4.2.11.4. Set up a system for handling telephone inquires.

4.2.12. From a public relations standpoint, the objective is to have a one-day story and to avoid a continuing series of headlines and feature which drag out over a period of days or weeks.

IX. ACCIDENT/INCIDENT DATA COLLECTION: This area is being administered for A.E.E by Outward Bound, Incorporated. The forms and process have been field tested within the Outward Bound Schools. All programs which become part of the peer network involved with the A.P.P. are encouraged to participate in the process of collection of data on accidents. An accident is an unexpected event which happens and usually results in damage to people or things. When no damage occurrs, the event is defined as an incident, and, if instructive, should be reported. {The Accident Report to be used is included as Appendix 20.}

The first reports should be sent in with a copy of the Program Data Sheet. {A copy is included as Appendix 21.} The information on the data sheet will be used so that similar programs can be grouped when yearly reports are compiled and published. This entire process is to fulfill Recommendation #3 which was passed by A.E.E. members in 1980: "The A.E.E. shall create a central data bank and systematic sorting of accident and near misses as they relate to total user days in adventure activities."

A further step will be the publication of an annual or semi-annual journal which summarizes statistics and provides some exemplary narratives (with the program's permission). The purpose of the journal will be to provide useful educational material to help guide training for adventure programs.

Questions about the process and the forms should be directed to:

A.E.E. Safety Committee Liaison
C/O Outward Bound, Inc.
Field Point Road
Greenwich, CT 06830

SAFETY REVIEW PRACTICES1:

Taking responsibility for an Outdoor/Adventure Education program has gradually shifted from being an adventure in itself to creating and managing a small business with the necessary bureaucracy, protocol, and safeguards. In the evolution of standards, the field of outdoor/adventure education is still very young. However, it is no longer so young that commonly accepted practices, as reflected by the A.P.P., are not available. Nor can an institution or program escape the critical scrutiny of a better educated public when it comes to standards of safety. It behooves all programs to set up a safety review system that is anticipatory in nature rather than reactionary. To do so requires having a plan and allocating substantial resources to that end.

A BASIC SAFETY REVIEW SYSTEM WOULD INCLUDE:

1. Written documentation of the goals and objectives of the program.

2. Written documentation of staff hiring, training, and accreditation criteria.

3. Written operating policies.

4. A regular staff training and renewal program.

5. An accident/incident data collection and circulation system.

6. Regular, documented evaluations of staff.

7. Regular, documented evaluations of activities and programs.

8. Regular evaluations by an in-house safety committee.

9. Periodic evaluations by external individuals or committees.

10. A training system that provides regular updating of common program techniques and procedures.

SAFETY COMMITTEE ORGANIZATION: A safety committee, whose objective is to monitor and sanction safety practices in the program, should consist of program staff, technical experts, and "outsiders" who can represent the welfare of the organizations's constituency. It is the committee's function to prevent injuries and illnesses. It is <u>not</u> their function to prevent litigation and the objectives should not be confused. Legal opinion is important for the program, but often is counter-productive for a safety committee. Open disclosure of information for the sake of learning far outweighs any other approach.

THE SAFETY COMMITTEE HAS A RESPONSIBILITY TO:

1. Clarify the committee's objectives.
2. Review all safety documentation.
3. Review all program components.
4. Review staff tone and morale as it could relate to safety.
5. Assess quality of staff and their training programs.
6. Assess to what extent the staff is committed to and are following program policies.
7. Assess organizational patterns of information flow.
8. Know and understand the limitations of the cliental.
9. Sanction all of the above.

It requires time and preparation to make available sufficient information to the safety committee members so that they can be knowledgeable enough about the program to feel useful and to be effective.

EXTERNAL SAFETY REVIEW: An external safety review, consisting of individuals or groups, has the same responsibilities as the safety committee; however, it does not sanction the program's activities. It has the additional responsibility of comparing the organization's procedures with the state-of-the-art.

FIVE STAGES of a SAFETY REVIEW

I. GETTING STARTED:

- Who will/should/can do it?
- Costs
- Training

II. PREPARATION (research)

- Things to learn/do ahead
- Know program, operation areas, policies
- Scan literature, validate tests, or standardize
- Review resume, work history, call references (and/or) employers

III. PARTICIPATION {gather specific information}

- See how the objectives are met
- Interview, listen, observe, teach, learn
- Use intuition, subjective reports
- Conduct and analyze tests

IV. FEEDBACK

- Clarify
- Test "theories" and observations
- Give back a synthesis of the information in context
- Help to anticipate possible trends or problems

V. CLOSE THE "REVIEW"

- Create a response mechanism satisfying to the "victim"
- Finish loose ends and close it off.

WHO WILL/SHOULD/CAN EVALUATE?

- Everyone
- A friend of the organization (knows history and politics).
- Someone who can focus on program needs (skills, management, finances, techniques used).
- Someone who understands administrative, management, and staff problems.
- Energy to focus on the task.
- Able to listen, assimilate, teach without ego getting in the way.

HINTS FOR COMMITTEE MEMBERS

- Create a good first impression (no [illegible]ance or snobbery).
- Create a climate that invites disclosure and honesty.
- Make the staff want to seek you out.
- Give positive feedback and negative feedback in a way that can be heard and understood.

- Treat all ideas and concerns as important.
- Get a sense of mutual purpose through personal relations.
- Keep a detailed journal and share it.
- Be an objective communication vehicle and do not get trapped in politics.
- Give ongoing feedback, information, and opinions so that people know where they stand.
- Be insightful.
- Check out perceptions with several people.
- Feel the atmosphere, goodwill, care, and quality.
- Balance rumors with facts.
- Do not drain the program's resources.
- Do not judge or evaluate.
- Do not own a discovery.

RESPONSIBILITIES OF THE ORGANIZATION BEING REVIEWED

- Clarify the objectives for the review.
- Offer input and review the team makeup.
- Prepare staff list and schedule of activities.
- Have administrative, senior staff and trustees available.
- Senior administrative personnel start and end review.
- Make a guide and logistician available to the team.
- Give reviewers access to all reports and to known morale and political problems.
- Set a tone with the staff to make reviewers feel wanted.
- Be sure that visitors are covered by insurance and briefed on all activities for safety.

- Try to avoid defensiveness and focusing on minor details.
- Respond on paper to any recommendations or questions.

DOCUMENTATION

Provided by the Program:

- Previous evaluations and safety reviews.
- Policies and procedure manuals.
- Goals and objectives or mission statement.
- Accident and emergency plans.
- Staff files including, qualifications, employment history, and evaluations.
- Program reports including, annual, monthly, student, staff and administration.
- Staff hiring criteria and training outlines.

Provided by the Review/Evaluation Team:

- Letter of introduction to the staff.
- Schedule for the review.
- Report(s) and closing letter (when completed).

DATA COLLECTION

- Read as much as possible, review statistics.
- Observe and record observations.
- Interview, solicit opinions and listen.
- Collect "gossip," impressions, and feelings.
- Participate with students and staff.
- Listen to groups debriefs, discussions, etc.

LOOK FOR

- Efficiency of record-keeping systems.
- Flow of information.
- Level of agreement with goal, objectives and methods.
- Quality of written materials.
- Safety of facilities, hygiene, fire, emergencies.
- Safety of equipment.
- Safety and quality of activities - site monitoring, backup systems, planning and instruction.
- Staff judgment.
- Student/client judgment and other skills.
- Activities sanctioned by the administration.

Follow all questions through to the logical conclusions.

FEEDBACK

- Report facts and/or feelings substantiated by observations.
- Check out hearsay.
- Give opinions when appropriate only.
- Assume the host organization knows everything.
- Do not be swayed by perceptions reported to you as facts.
- If the host is exhibiting "whipped dog" syndrome, change the tact.
- Do not sanction anything, give expert opinion.
- Feedback all verbal information before writing anything.

- Only report those thing that can be heard; perhaps prepare them for another time.

WRITTEN REPORT

- Describe program(s) reviewed, praise them and suggest further avenues for work.
- Be clear, concise, and complete with observations.
- Avoid political information and statements which could be used against the program in any way.

WORK FOR THE HOST ORGANIZATION AS A CONSULTANT.

SPECIAL PRACTICES: This section contains common practices for programs serving special populations or for specific activities or processes which are used in many adventure programs. This section has been included because sufficient programs provided either source documents or feedback. A.E.E. Professional and Special Interest Groups are encouraged to develop and submit common practices for inclusion in the next edition of A.P.P.. In particular, it is hoped that those programs working with the physically handicapped and with the elderly, will establish common practices for the specific concerns of work with those populations.

As noted in the introduction to the section on activities, programs which work with special client population groups should follow common practices for adventure programming where they apply. In addition, these programs should modify their activities in order to be acting as "reasonable and prudent professionals". The standard of care for adventure programs working with special populations flows from the professional standards which apply to traditional programs working with those same populations.

For example, an adventure program which works with persons who are confined to wheel chairs should transport those persons with the same quality of care that a professional paratransit system would provide. The program should also develop special practices in order to maintain that same quality of care while those persons are involved in adventure activities.

A. PRACTICES FOR ADVENTURE ALTERNATIVES IN HUMAN SERVICES: The following specific practices are common to residential adventure programs which work with participants who are at risk with the law or themselves. These programs are designed to provide counseling, therapy, or an alternative to incarceration. Those programs which provide only short-term field activities do not have to meet some of the procedural practices; however, they should meet practices of care, instructor training, emergency reporting and participant rights and all other practices which apply to the quality of programming.

1. **Plan Of Service:**

1.1. Each program should develop a written plan of service or treatment plan which specifies each participant's particular needs and the way in which the program should meet those needs.

1.1.1. The plan of service should be developed using all the resources and information available, including input from the participant, parents or guardians, referring agency, school officials and counselors and should be directly keyed to the program goals, objectives and instructors capabilities.

1.1.2. The plan of service should document the needs of the participant and which of those needs can be met through the program and which should be met through community resources. Examples of needs that might be met by either program or community include: psychological testing, psychiatric counseling, and family therapy.

1.1.3. The plan of service should include the objectives to be met while in the program and the projected goals which should be met before return to the community.

1.1.4. The plan should include specific instructions which should be shared with all instructors who will be working with the participant.

1.2. The plan of service should be reviewed on a periodic basis by those who took part in the development of the plan. The review schedule should be relative to planned length of stay in the program.

1.2.1. Service plan reviews should be noted in the participant's record and should note progress toward achieving objectives or changes in objectives based on progress or additional information.

1.2.2. Those attending the review should be noted in the record and absences noted with reasons stated.

1.3. There should be periodic contacts with the family while the participant is in the program. These contacts can be made by program instructors, a referring agency or by an agency agreeing to serve this function. Frequency of the contact should be determined by the needs of the participant and the family.

1.3.1. The program's policies or the placement agreement should clearly state the nature and frequency of reports to the family or guardian and/or the referring agency.

1.3.2. All significant contacts between the therapeutic program and the family or guardian should be noted in the case record.

2. Standard of Care:

2.1. The planned program activity schedule should be developed in relation to the participant's needs.

2.1.1. The activity schedule should demonstrate the program's understanding of normal child development and reflect activities designed to enhance the physical, emotional, and social development of the participant.

2.1.2. Planned activity schedules should be made a part of the case record.

2.2. The program should insure that each participant have adequate clothing which is appropriate to the seasons and the planned activities.

2.2.1. If the family cannot provide adequate clothing then the program should see to it that it is provided.

2.2.2. Whenever feasable, the participant should be permitted to have a voice in selection of clothing.

2.3. Participants should be given training in good habits of personal care, hygiene and grooming and should have the necessary equipment.

2.4. Prior to admission, the program should make known to the participant and the participant's family its policy or program concerning religious training.

3. **Education, Work and Training:**

3.1. The program should assume the responsibility for arranging for appropriate education for each participant.

3.1.1. When compulsory educational activities are missed due to attendence or placement in the program, the program should develop an experience-based curriculum to replace the missed activities.

3.1.2. When appropriate, the program should contact appropriate agencies and pursue accreditation of the program experience curriculum.

3.1.3. The experience-based curriculum should be in writing and available to the public.

3.1.4. An evaluation of each participant's progress in the experience curriculum should be included in the plan of service.

3.1.5. The program should make use of all available resources to help the participants develop and become self-sufficient to the extent of their capacities.

4. **Guidance, Counseling and Training:**

4.1. The therapeutic adventure program should provide a program of instructors selection, training, supervision and in-service-training which is sufficient to insure that the instructors are able to provide day-to-day guidance to the participants. There should be enough trained instructors to insure adequate supervision of the program's special participants. When groups contain both male and female participants, there should be at least one male and one female instructor in the group at all times.

4.1.1. Instructors should understand the principles of group facilitation including:

4.1.1.1. The theoretical foundations of group work.

4.1.1.2. The roles of the leader, including: confrontation, attending behavior, giving feedback, reflecting content, structuring group sessions, modeling and serving as an interaction catalyst.

4.1.2. Instructors should have training in developmental psychology, especially in the cognitive, affective and psychomotor developmental stages of the client populations with whom they work.

4.1.3. The instructors should have a general knowledge of abnormal psychology and an awareness of expected behaviors associated with particular disorders particularly as triggered by stress.

4.1.4. Instructors should demonstrate the ability and willingness to teach participants to accept personal feelings and to communicate them to others.

4.1.5. Instructors should have a knowledge of expected participant behavior changes under psychological stress, and should demonstrate an ability to manage environmental and psychological crisis situations,

4.1.6. Instructors should demonstrate a knowledge of techniques for identifying and coping with anxiety, depression and withdrawal.

4.1.7. Regarding drugs; instructors should have:

4.1.7.1. Knowledge in the care and medical attention to be given to persons who have taken an overdose of drugs.

4.1.7.2. Knowledge in the recognition, care and medical attention to be given to persons suffering from drug withdrawal symptoms.

4.1.7.3. Specific practical training in drug crisis intervention.

4.2. When special needs arise, the program should assume responsibility for obtaining professional consultation and treatment for participants.

4.2.1. Programs should have written service agreements with other agencies or trained individuals which supply consultant services.

4.2.2. When services are obtained, documentation should be made in the case record of the individual participant.

5. **Rights of Participants:**

5.1. Privacy--

5.1.1. The instructors of a therapeutic adventure program should allow for appropriate privacy for each participant and at the same time allow for supervision which is appropriate to the ages and developmental needs of the participants.

5.1.2. Where possible, participants should have access to a quiet private area where they can withdraw from the group when they are not specifically engaged in structured activities.

5.1.3. The policy of the program regarding privacy should be in writing and available to the participant and the participant's family or guardians.

5.2. Visiting--

5.2.1. If programs are long-term (one month or more), the program's policies should allow for visits and communication between the participant and all members of the participant's family.

5.2.2. Unless it is in conflict with the participant's plan of care, suitable visiting areas should be provided for private visiting.

5.2.3. Prior to admission, the program should make known, in writing, to the participant, the participant's family or guardian and the referring agency, the policies regarding visiting at and away from the program area, recreation and other temporary absences, correspondence, telephone privileges and gifts.

5.3. Mail--

5.3.1. Participants should be allowed to send and receive mail within the confines of program locations and schedules. This privilege should be without hindrance unless therapeutic considerations necessitate restriction.

5.3.2. If therapeutic considerations necessitate any restrictions on communication, those restrictions should be evaluated a least monthly by the staff member responsible for the restriction. The restrictions should be documented in writing and signed by the responsible staff member.

5.3.3. If limits on communication are indicated for practical reasons, such as the expense of travel or phone calls, such limitations should be determined with the participant and the participant's's family or guardians.

5.4. Comments and Feedback--

5.4.1. Participant's opinions and recommendations should be considered in the development and continued evaluation of the program.

5.4.2. The program should follow written policies receiving and responding to feedback from participants. The policies should preserve and foster the therapeutic aspects of conflict resolution and problem solving.

5.5. Discipline and Control--

5.5.1. Programs should have written policies concerning discipline and control and should provide copies to instructors and participants and to the participant's family or guardians.

5.5.2. Instructors should not delegate responsibility for discipline to a participant.

5.5.3. Participants should not be subjected to cruel, severe, unusual or unnecessary punishment which might be physically or emotionally damaging.

5.5.4. Participants should not be subjected to verbal remarks which belittle or ridicule them and/or ridicule their families.

5.5.5. Participants should not be punished by denying them food, mail, or contact with their families.

5.5.6. Seclusion, defined as the placement of a participant alone in a locked area, should not be employed.

5.6. Physical restraint--

5.6.1. Physical restraint should only be used when necessary to protect the participant from injury to himself or herself and others.

5.6.2. Mechanical restraints should not be used.

5.6.3. The need for restraint and the length of time the restraint was employed should be logged in the participant's case record.

5.7. Publicity--

5.7.1. A program should not require a participant to acknowledge his or her dependency, destitution or neglect.

5.7.2. A program should not require a participant to make public statements to acknowledge gratitude to the program.

5.7.3. Participants should not be required to perform at public gatherings.

5.7.4. The program should not use reports or pictures from which the participant can be identified without the written consent of the participant and the participant's parents or guardians.

5.7.4.1. The signed consent form should be on file at the program before any materials are used.

5.7.4.2. The signed consent form should indicate how any reports or pictures are to be used.

6. **Medical/Dental:**

6.1. The program should have written policies and procedures for obtaining diagnosis and treatment of medical and dental problems.

6.2. The program should make all instructors aware of the policies to be followed in an emergency.

6.3. The program should obtain the medical history of each camper prior to admission and this record should be included in the medical record.

6.4. All participants should have been examined within 6 months prior to admission to the program and treatment provided as indicated.

6.5. Provisions for emergency dental care should be made by the program.

6.6. The program should comply with the current laws, rules and regulations regarding immunization and maintain current records.

6.7. The program should comply with current laws, rules and regulations regarding the acquisition, storage and administration of medications.

6.8. Medication records should include all medications, the time given, the dosage and the name of the instructor administering the medication.

6.9. Current medical and dental records should be maintained for each participant. The following should be included in each participant's medical record:

6.9.1. Medical consent form signed by a person legally authorized to give consent.

6.9.2. Record of medical examination made within 30 days prior to admission.

6.9.3. Record of dental examinations by a licensed dentist that occurr while the participant is enrolled in the program.

6.9.4. Immunization records.

6.9.5. Record of each visit to a physician or dentist and recommended treatment.

6.9.6. Medically excluded program activities.

6.9.7. Appropriately completed medication records.

7. Nutrition:

7.1. Participants should be provided food of adequate quality and sufficient quantity to supply the nutrients needed for proper growth and development.

8. **Discharge:**

8.1. The program should involve the following persons, as appropriate, in planning for the discharge:: the participant, the family or guardian, program staff, and appropriate social or health agency staff involved in after-care.

8.1.1. Programs should not discharge participants without reviewing the objectives of the service plan and ascertaining which objectives have be met.

8.1.2. When indicated, appropriate social or health agency staff should be contacted for follow-up services.

8.1.3. Follow-up procedure should strive to include the participant's social milieu by involving family, friends, school counselors, community agencies, churches or social service units.

8.2. The program should not discharge a participant to any person other than the parent or guardian except on notarized authorization from the parent or guardian.

8.3. The discharge plan for the participant should be recorded in the case record upon his or her release with the circumstances documented and the name, address, and relationship of the person to whom the participant was released.

9. **Participant Records:**

9.1. Accurate and current records should be maintained on each participant with the record containing, as a minimum, the following:

9.1.1. A standard fact sheet.

9.1.2. Intake study information.

9.1.3. Placement agreement which include conditions of placement, visiting expectations and agreements, financial responsibilities and consent for medical treatment.

9.1.4. Consent of participant and parents or guardian for use of reports or pictures.

9.1.5. Appropriate neurological, psychological or psychiatric evaluations if the intake study or medical examination indicated a need for them.

9.1.6. Initial plan of service and revisions.

9.1.7. Discharge plan.

9.2. Case records should be held confidential.

9.3. Disposal/distruction of files should follow state/provincial regulations.

9.4. Instructors should have the responsibility for keeping a dated log or record of significant happenings for each participant.

10. Emergency Reports:

10.1. Any serious occurrence involving the participant, outside the normal routine of the program, should be reported to the parent or guardians and any other appropriate agencies or individuals.

10.2. All programs should have written practices for the prevention of runaways while traveling to the program activity area, at basecamp, and along the trail.

10.3. All runaways should be reported to parents or guardians as soon as it is determined that the participant has left the program without permission. When the participant is absent without leave and not located within 24 hours, the runaway should be reported to the appropriate authorities.

B. GROUP PROCESSES: Most outdoor adventure programs are organized around a "primary" group of from eight to twelve participants and at least two instructors. This primary group has been recognized as a major component in the adventure programming process. To be most effective, the group should be large enough to have diversified behavior types, and small enough that cliques based on these types are not easily formed. The group needs to be large enough for conflict to develop, yet small enough to manageably resolve it; large enough that a collective energy can develop, yet small enough that individuality can be maintained.

To have the primary group serve as a positive part of the adventure programming process, it is necessary for the individuals to become a group. There are many excellent references which are helpful in understanding group dynamics and processes. There are not many, however, that suggest how to structure problem solving sessions or group discussions. Because such discussions are an integral part of most adventure programs, the following philosophical and procedural guidelines are suggested.

1. PURPOSES OF GROUP DISCUSSIONS:

1.1. Dealing with the problems being confronted by the group and individuals in a positive, constructive manner which encourages openness, honesty and trust and contributes to individual understanding and growth.

1.2. Providing support and direction to each person in the group.

1.3. Setting goals, making decisions, establishing norms, and providing support for the group.

1.4. Providing an opportunity for participants and instructors to share their feeling and to explore the significance of the events of the day.

1.5. Creation of a sense of community in which both joy and pain can be shared openly.

1.6. Providing a chance for comparison and integration of other person's perceptions, reactions and values and an opportunity to put personal feelings and thoughts into context and perspectives.

2. INSTRUCTOR PRACTICES:

2.1. Create a safe, structured environment by explaining what is being done and why. The following practices of group process and conduct should be explained and adopted early in the course or during pre-course discussions:

2.1.1. Except in emergencies, everyone is responsible for group decision-making.

2.1.2. Everyone is to come to group discussions.

2.1.3. Attentiveness indicates concern and is evidence of being "present" emotionally and cognitively, not just physically.

2.1.4. The rights of each individual should be respected.

2.1.5. Participants and instructors have different roles to play in the group, but as persons, they have the same rights and privileges.

2.1.6. People are to speak <u>to</u> another, not <u>of</u> another. Talk directly to the person you wish to address without using the group as a "middle-person."

2.1.7. The group should stay with the person who has the problem and not move on leaving unresolved feelings or conflicts.

2.1.8. Feelings are to be accepted.

2.1.9. Criticize ideas, not the person who voices the idea. In problem-solving, a variety of ideas and feelings may be shared. This sharing is an important step in the problem solving process. The group may critique or criticize an idea as to its validity, usefulness, etc. The group should not criticize the person who expressed it.

2.1.10. No one loses in problem solving. Each member of the group is important and each of their feelings is important; therefore, solutions must recognize everyone's feelings and rights. If a solution does not meet these guidelines, it is not an appropriate solution.

2.2. Instructors should be willing to start the process by being open and honest with their feelings and thoughts. If participants are expected to have goals and be working toward them, then instructors should also have goals and be actively working on them.

2.3. No one should be forced to participate in the discussion or made to feel wrong for not participating.

2.4. Instructors should make mental notes during the day of things that have happened which should be dealt with within the group. Notetaking should include both positives and negatives.

2.5. Instructors should allow participants to freely express their feelings and should avoid putting their own feelings onto the participants.

2.6. Group discussions can be used at any time, day or night. Often judgment will dictate that the group cannot safely proceed without resolution, and therefore, the discussion should take precedence over activities that are scheduled or in process.

2.7. Some problems and participants are more effectively dealt with on a one-to-one basis rather than in the group setting

2.8. Group discussions provide excellent opportunity to analyze and debrief events which have happened. Much of the learning from a situation occurs when the raw experience is put into context which then allows it to be drawn upon as a resource in later decision-making.

2.9. Group discussions are an excellent way to prepare for upcoming events. They provide an opportunity to develop lines-of-action, diffuse fears and anxieties, and encourage full participation.

XI. APPENDICIES:

SOURCE DOCUMENTS: The listed documents were used in the compilation of the Accepted Peer Practices. Most of them were submitted by individuals or committees the original A.E.E. Ad Hoc Committee on Risk Management. Others were collected by the editor or were submitted by the readers of the first draft. The documents represent thousands of hours of work that has been donated to the A.E.E. by the participating programs. In turn, the donations represent recognition of the A.E.E as the major professional organization representing the field of adventure programming. Compiling a document of this type would have been almost impossible, if each program had demanded that "their" material or "their" feedback be recognized by footnotes. The programs that participated are listed, along with the contact person at the time of the contribution, and the document title and year of publication.

Special recognition should be given to Ted Moores, Director of Voyageur Outward Bound School, who contirbuted the section on "Safety Reviews;" and Greg Simmons, Professor of Outdoor Education at Humboldt State University, who contributed the section on "Hang Gliding." and to Dave Wescott, Director of the Ricks College Outdoor Program, for his overall contributions.

1. AMERICAN CAMPING ASSOCIATION, BRADFORD WOODS, INDIANA:

   Trip Leader Trainer Program, Draft Curriculum, 1983; Proposed Standards for Aquatic Activities, Travel Camping, Horseback Riding, Tripping and Administration, 1983; Several outlines and narratives on Legal Liability by Betty van der Smissen.

2. AMERICAN CANOE ASSOCIATION, INC.: Bunny Johns

   Course Outlines for: Flatwater, Moving Water, and Whitewater Kayak; Flatwater, Moving Water, and Whitewater Canoeing; Kayak and Canoe Instructor.

3. ASSOCIATION FOR EXPERIENTIAL EDUCATION: Mike Robley, Jed Williamson

   Risk Management System Proposal, March, 1982; Recommendations from Ad Hoc Committee on Risk Management, 1979, Notes on Proposed Program Standards and Guidelines, AACMHSE Special Interest Group, 1978; American Alpine Club, Official Policy On: Mountain Conservation, Mountaineering Ethics, Access and Use of Public Lands and Goals and Objectives of the AAC.

4. BOULDER OUTDOOR SURVIVAL SCHOOL, UTAH: Doug Nelson, Director

   Instructor Qualifications and Selection; Instructor Job Descriptions and Course Responsibilities; Emergency Evacuation Procedures, Revised 1981.

5. BRITISH COLUMBIA, CORRECTIONS BRANCH, MINISTRY OF HUMAN RESOURCES, B.C.,CANADA:

   Wilderness Programs and High Risk Activities, Manual of Standards and Procedures, 1979; Boulder Bay Camp, Operations Manual, 1979; Boulder Bay Camp, Leadership Training Program, 1977.

6. CAMP HORSEMANSHIP ASSOCIATION: Dave Wescott

   Instructor Certification Standards; Safety Management and Accident Prevention; Procedures for Organizing a CHA Clinic; Recommended Standards for Riding and Horsemanship Camps.

7. CANADIAN ASSOCIATION of HEALTH, PHYSICAL EDUCATION, and RECREATION: Glenda Wuyda

   Proposed Leadership and Programming Guidelines for Outdoor Education, March, 1983.

8. CHRISTIAN HIGH ADVENTURE, COLORADO: Chuck Clayton

   Program Leadership Manual, 1983.

9. COLORADO OUTDOOR EDUCATION CENTER FOR THE HANDICAPPED: Connie Lewis, Executive Director

   COECH Manual for Use of Sleds, 1983.

10. COMMITTEE REPORT: Mary Jensen--Chairperson

    Basic Guidelines for Staff, Administration, Students/Clients, Activities, Equipment, and Program Areas; Committee members included: Kevin Hildebrandt of NOLS; Rick Medrick of OLS; Stephen Anderson from Hampshire College; Gary Anderson from Carlsbad, CA; Cindy Dillonschneider from Breckenridge; and Margaret Miller from Long Beach State University.

11. COMMONWEALTH of VIRGINIA: Jay Ziehl

    Minimum Standards for Outdoor Adventure Education Programs, 1982.

12. CROCKETT STATE SCHOOL, TEXAS YOUTH COUNCIL, TEXAS: Karl Johanson

    Wilderness Challenge Instructor's Manual, 1977; Solo Operations Procedures, 1976; Academic Instructor's Handbook, 1977.

13. DEPARTMENT OF PUBLIC HEALTH, STATE ?:

    Minimum Standards for Camps and Special Activities, 1980.

14. ENVIROS WILDERNESS SCHOOL, ALBERTA, CANADA: Paddy Meade

    Staff Handbook, 1981.

15. GIRLS' ADVENTURE TRAILS, INC., DALLAS, TEXAS: Tim Blocker

    G.A.T. Program Manual, 1975; A New Approach to Delinquency Prevention: Therapeutic Camping for Troubled Girls.

16. GREENFIELD COMMUNITY COLLEGE, MASSACHUSETTS: Larry Buell

    Outdoor Leadership Program, Search and Rescue Procedures.

17. HUMBOLDT STATE UNIVERSITY: Greg Simmons

    Hang Gliding Section including information from the USHGA.

18. MICHIGAN 4-H YOUTH PROGRAMS:

    Guidelines for Michigan 4-H Challenge Program, 1976.

19. NATIONAL OUTDOOR LEADERSHIP SCHOOL, WYOMING: Kevin Hildebrandt

    Course Curriculum, 1980.

20. NORTHERN IRELAND MOUNTAIN TRAINING BOARD:

    Mountain First Aid, 1982; Guidelines for Training and Assessment, 1981; Mountain Leader Training, 1982.

21. ONTARIO MINISTRY OF COMMUNITY AND SOCIAL SERVICES, CANADA: Rob Dawson

The Outdoor/Wilderness Programs Handbook, 1978; Proposed Standards and Guidelines of Outdoor/Wilderness Programming, 1979.

22. OUTWARD BOUND SCHOOLS, INC.: Ted Moores, Jed Williamson

Accident/Incident Report Forms, 1984; Pacific Crest--Instructor's Manual, 1983; Colorado School--Leadership in the Mountains, 1968; Instructor's Manual, 1979; Backcounrty Handbook for the Mountain, River and Desert Areas, 1981; Staff Interview Questions; Course Evaluation Form, 1977; Workbook on Adventure Based Education, Golins and Emerson; Safety Reviews, 1984.

23. PROJECT D.A.R.E: Gord Cardwell, Rob Dawson, Janet Jones

Summer Safety Manual, April, 1983; Guidelines--Project Growth; "According to the Dictates of Common Sense" by Gord Cardwell; "Understanding Groups and Their Importance in Therapeutic Adventure-Based Programs", by Mike McCann.

24. RICKS JUNIOR COLLEGE OUTDOOR PROGRAM: Dave Wescott

One hour audio tape on first draft; Draft of Proposed Policies and Standards for Backpacking Programs, Lynn Cameron, 1974; General Competency Levels for Outdoor Activities; General Certification Levels for Outdoor Instructors; Policies and Guidelines for Outdoor Outings, Field Trips, Excursions, and Related Activities Conducted by Any Department, Organization, or Entity of Ricks College; Outdoor Program Staff Qualifications and Salary Guidelines, 1984; Outdoor Program Course Outlines, 1984.

25. SAFETY IN OUTDOOR ADVENTURE PROGRAMS (S.O.A.P.), CALIFORNIA: Jim Brenner

S.O.A.P. Safety Policy, 1979.

26. SALESMANSHIP CLUB GIRLS CAMP, TEXAS: Donna Gentil, Director

Program Manual, 1981.

27. TEXAS DEPARTMENT OF PUBLIC WELFARE:

Minimum Standards for Therapeutic Camps, 1977.

28. UNITY COLLEGE OUTDOOR RECREATION PROGRAM, MAINE: Ed Riola, Professor

High Ropes Course Manual; Low Ropes Course Manual; Climbing Wall Operation Manual and Certification Test.

29. UNIVERSITY OF NEW HAMPSHIRE: Mike Gass, P.E. Dept.

Basic Policies for Rockclimbing or Top Rope Rocking, 1983.

30. U.S. FOREST SERVICE, INTERMOUNTAIN REGION:

Leave No Trace, Program for Teaching Skills For Protecting The Wilderness Environment, 1982.

31. VENTURE PROGRAM, UNIVERSITY OF NORTH CAROLINA at CHARLOTTE: Dee Edelman

Safety Standards in First Aid, January, 1983.

32. VIRGINIA COUNCIL ON OUTDOOR ADVENTURE EDUCATION: David Cockrell

Standards and guidelines for Outdoor Adventure Education Programs, 1982 and 1984 Drafts.

33. WILDERNESS CHALLENGE/COURT SCHOOL, SALEM, OREGON: Karl Johanson

Student Handbook, 1979; Instructor's Manual, 1980.

34. WILDERNESS CHALLENGE SCHOOL, NORFOLK, VIRGINIA:

Instructor's Manual, 1982.

35. WILDERNESS EDUCATION ASSOCIATION:

National Standard Program for Outdoor Leadership Certification, Curriculum Outline, 1981.

CONTRIBUTING READERS: The individuals listed below, provided written and/or verbal feedback on the First Draft of the A.P.P. Several of them worked with committees and either combined information at the committee level or broke the document into parts for individual feedback which was routed through them. Since most of them were contributors to the first draft, their continued support and effort was greatly appreciated. Through their efforts, the A.P.P. has truly become a group creation.

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THE ASSOCIATION FOR EXPERIENTIAL EDUCATION

Draft Proposals on Risk Management from the Ad Hoc AEE Task Force

Recommendation #1: The AEE can address this undeniable problem, and should continue in its commitment to do so.

Recommendation #2: The AEE shall circulate/publish specific safety information to practitioners engaged in adventure activities.

Recommendation #3: The AEE shall create a central data bank and systematic sorting of accident and near misses as they relate to total user days in adventure activities.

Recommendation #4: The AEE shall look at the possibility of arbitration for its members.

Recommendation #5: The AEE shall publish the information developed by Gary Gablehous regarding insurance strategies, and shall continue to explore insurance possibilities for its members.

Recommendation #6: The AEE shall maintain an active liaison with ACA, AAHPERD and other organizations who are exploring regulations and certification requirements which relate to the interests of AEE members.

Recommendation #7: The AEE shall develop and publish a set of criteria for (a) leader qualifications (at various levels), (b) guidelines for safety procedures, (c) guidelines for staff hiring procedures and evaluation and (d) program evaluation and safety review procedures.

Recommendation #8: The AEE shall develop guidelines and establish professional resources for a review/evaluation system aimed at improving the quality and safety of programs and developing a recognized body of Institutional Members who are accredited.

Recommendation #9: The AEE shall attempt to raise funds to employ a person to research this situation thoroughly and to provide substance to these recommendations.

Recommendation #10: The AEE shall hold a North American Conference on Risk Management in Adventure Programming in the year 1982.

Participant Registration and Acknowledgment Form

Participant's Name _____

Birthdate _____ Sex _____

Address _____

Postal Code _____ Phone _____

Program _____ Dates _____

Read each statement carefully before signing

I, the applicant (parent or guardian of participant under eighteen) declare that

1. The applicant has met all of the prerequisites required for participation in this activity.

2. The applicant agrees to abide by the rules and regulations imposed on participants by the agency and its staff.

3. (a) The applicant understands and appreciates that there are a number of inherent risks involved in the activity which are beyond the control of the sponsoring agency or its staff and agrees to personally assume such risks.
(b) The applicant understands that every care and attention will be given to the health and comfort of the participants, but the agency and/or leadership staff cannot be held liable for any injuries sustained which were not directly caused by their failure to take due care.

I hereby authorize the leader of the event to secure such medical advice and services as may be deemed necessary for the health and safety of myself (or my daughter/son/ward) and I agree to accept financial responsibility in excess of the benefits allowed by provincial health insurance plans:

4. where the health and well-being of the applicant is involved;
5. where medical advice has been such that further services are required - services which require the consent of the parent or guardian;
6. where all attempts to contact the parent or guardian have failed or where due to the nature of the emergency there is insufficient time to contact such parent or guardian;

it shall be at the discretion of the leader of the event as to what steps must be taken for the welfare and safety of the applicant.

Signature _____ Date _____

(parent or guardian of applicant under eighteen)

PARENT PERMISSION SLIP AND MEDICAL RELEASE FORM

We give our child, _____, permission to participate in the _____ trip on _____ We expect that the teacher-leaders will take reasonable precautions to insure safety of our child and we absolve _____ and _____ of liability for any accident or illness which might occur on this trip. Should it be necessary to incur additional expenses and/or treatment during the trip, we give the trip leaders permission to use their judgment in such matters and will reimburse them for any expenses. We, as parents, have decided (with or without medical assistance) that our child is physically able to participate and we acknowledge that any accident insurance we consider necessary will be our responsibility to locate and purchase.

leader/leaders organization

Signed _____

_____

Date _____

WAIVER OF CLAIMS AND RELEASE FROM LIABILITY

The undersigned, in consideration of being permitted to participate in a trip for educational/recreational purposes from _____ (city), _____ (state) beginning on _____, 198__, and from said destination returning to _____ (city, state), on or about _____, 198___, does hereby irrevocably, personally and for his or her heirs, assigns and legal representatives, release and waive any and all past, present or future claims, demands, and causes of action which the undersigned now has or may in the future have against _____ (leader/leaders), _____ (sponsoring organization) its members, representatives, officers, agents, employees, and each of them, for any and all past, present, or future loss of or damage to property and/or bodily injury, including death, however caused, resulting from, or arising out of or in any way connected with the aforementioned trip for educational/recreational purposes on the aforesaid dates.

The undersigned covenants not to cause any action at law or in equity to be brought or permit such to be brought in his or her behalf, either directly or indirectly, on account of loss or of damage to property and/or bodily injury, including death, against any of the aforesaid parties however caused, resulting from, arising out of or in any way connected with the aforementioned trip, and agrees to save, indemnify, hold harmless, and defend at his or her sole expense, any and all of the aforesaid parties from any claims, demands, and causes of action which now or in the future be asserted against the aforesaid parties arising out of or by reason of said trip described above, including any incident, injury, loss, or damage that might occur at any place in connection therewith.

The undersigned further states and affirms that he or she is aware of the fact that the aforesaid trip and travel, even under the safest conditions possible, may be hazardous; that he or she assumes the risk of any and all loss of or damage to property and/or bodily injury, including death, however, caused, resulting from, arising out of or in any way connected with the aforementioned trip; that he or she is of legal age and is competent to sign this Waiver of Claims and Release from Liability; and that he or she has read and understands all of the provisions herein contained.

The undersigned further states and affirms that he or she, if assuming the responsibility of operating a vehicle on said trip, has a valid operator's permit or license and is adequately covered by insurance, including public liability coverage.

Dated at _____, _____, 19___.

Signed: _____

EXPEDITION ITINERARY FORM

_____
Name of Program

_____
Organization Address

Trip Title: _____

Trip Location: _____

Trip Dates: _____ through _____

STAFF: _____

TRANSPORTATION: _____

EQUIPMENT PROVIDED BY: _____

FOOD OBTAINED THROUGH: _____

ACCIDENT INSURANCE THROUGH: _____

ITINERARY

DAY/DATE	FROM	TO

Any emergency messages can be relayed via (Name, location and phone number of ranger station, headquarters, etc.) _____
The (Name of Station, etc.) has been apprised of our itinerary as part of our emergency procedure.

If for some reason, we have not returned by (Time, day, date) _____, you may contact (Organization name, person, phone number) _____ whom we will have contacted regarding our situation.

COMPREHENSIVE FIRST AID LIST AND BASE CAMP SUPPLY

Ace Bandages 4" (2)
3" (3) (Tensor brand comes with attached hooks)
2" (1)
Triangular bandages (6)
Bandaids (200)
4" x 4" sterile pads (24)
2" x 2" sterile pads (24)
Kerlix rolls - non sterile (8-10)
Kerlix rolls - sterile (2)
Moleskin (sheet 12" x 36")
Complete Sets of Stari-strips (3)
Adhesive tape (6 rolls of wet-pruf 1")
Adhesive tape - hypo allergenic variety (1-1" roll)
Adhesive tape - Elastikon variety (1 roll of 1" and 2")
Burn Sheet
Cotton balls (50)
Cotton Swabs (20)
Stretch Bandage (2 rolls of 2")
Space blankets (4)
Bandage scissors (5 pairs)
Tweezers (5 pairs)
Safety pins (40)
Airways (assorted sizes with additional 4 #4's)
Cervical collars (varied sizes)
B.P. cuff and stethoscope (2 sets)
Heavy duty snips (1)
Resusci Bag (1)
Set of air splints (1)
Kwik Kolds (20)
Snake bite kits (5)
Blades - sterile (8)
Thermometers (4-oral, 2-rectal)
Needles (1 set of #12 sharps)
Wire Ladder Splints (2)
Vials for Consecrated Oil - metal (4)
Waterproof match containers (5)
Aerial flares (12)
Chem-lites (2)
Tampax (box of 30)
Bic lighters (5)
Notebooks (8)
Pencils (8)
Handbooks (2)
Ziplock bags (10 small)
Backboards (long and a short)
Penlights (8)

Benadryl (at least 50)
Codeine (at least 50)
Cortisone (2 tubes)
Insect bite Injection Kits (3 at least)
Tetracycline (at least 75)
Cantil (at least 50)

Ex-lax (1-24 tablet box)
Aspirin (200)
Midol (30)
Malox - liquid (1 bottle)
Poison control kits - activated charcoal and ipecac (2 sets)
Di-gels (200)
Contacts (30)
Salt-dextrose tablets (100)
Neosporin (3 tubes)
Alka-Seltzer (10)
Calamine lotion (1 small bottle)
Foot powder (1 can)
Eye solution (1-4 oz. bottle)
Merthiolate (4 oz.)
Hydrogen peroxide (4 oz.)
Alcohol fluid (4 oz.)
Alcohol preps (100 ct. box)
Burn ointment (1 tube)
Preparation H - suppository (20)
Green Soap fluid (4 oz.)
Green Soap preps (100)
Vaseline (1 large container)
Olive oil for Consecrated Oil (4 oz.)
Honey packs (15)
Bullion (15)

Log book of complaints and treatments
Evacuation procedures flow chart
Evacuation cards with ground to air signals
helicopter evac procedures
fixed-wing evac procedures (8)

Base camp boxes for supplies (2)
First Aid belts (4)
Stretchers (2) stokes and army litter

INSTRUCTOR'S FIELD KIT (MINIMM)

First Aid Belt (1)
Band-aids (10)
Complete set of Steri-Strip closures
Sterile Blade (Bard/Parker scalpel) (1)
Insect Bite Injection Kit (1)
Triangular Bandage (1)
Space Blanket (1)
2" x 2" sterile pads (2)
4" x 4" sterile pads (2)
Kerlix Roll (1)
1" Wet Pruf tape (1)
Snakebite Kit (1)
Thermometer (oral) (1)
Tweezers (1)
Waterproof match container with 24 matches
Bic Lighter (1)
Aerial Flares (2)
4" x 8" Moleskin Sheet
Safety Pins (10)
Bandage Scissors (1)
Airway #3 or #4 (1)
3" Ace Bandage (1)
Neosporin 1 oz.
Green Soap Pads (8)
Alcohol Preps (4)
Ammonia Inhalants (3)
Small Notebook and Pencil (1 each)

Medications: 5 of each kind except for Aspirin and Tetracycline

Boullion Cubes (3)

Honey Packs (3)

Outdoor Program Sample Information Sheet

WHO: The Happy Outdoors Center is offering a

WHAT: Two Day Canoe Trip and campout to interested intermediate level paddlers. Your enthusiastic trip leader will be John Jones and his charming assistant will be Sue Smith.

WHY: The Objectives of the trip are:

1. To help intermediate level canoeists further develop their skills in a closely supervised situation.
2. To provide participants with a natural history interpretive experience through an area which is otherwise largely inaccessible.
3. To help participants learn environmentally considerate camping methods and outdoor living skills.
4. To allow ample time and opportunity for socializing in an informal relaxed setting.

WHEN: The trip will be held the weekend of June 18-19, 1983. Departure will be at 8:00 Saturday morning and the group should arrive back at the center by 8:00 p.m. Sunday.

WHERE: The party will paddle the Clearwater River from the townsite of Zelda to Highway #21. Transportation to and from the area will be provided by the Center.

PREREQUISITES: All participants must be at least sixteen years of age, in very good health and have intermediate level paddling skills (ie. can perform six canoe strokes, has had training in canoe rescue of self and others, is comfortable on grade two water). Participants must have been on at least three canoe day trips or overnights prior to registering for this excursion.

RISKS: This reach of river is relatively isolated and once paddling has started it will be difficult if not impossible for one to abort the trip. This is the major hazard to consider.

There are also four grade two to three level rapids which will require maneuvering to negotiate (these may be avoided by lining).

RULES OF CONDUCT: The trip leader and assistant leaders have attempted to design a trip that will be safe and enjoyable for all participants. Their directions must be followed by all members of the party.

Center policy prohibits the consumption of alcohol or the non-medical use of drugs on all sponsored trips.

Failure to comply with these rules will result in restriction from participation in further Center sponsored programs.

COST: The cost per participant is $60.00 which will include food and transportation for the outing.

EQUIPMENT: The Center will provide all technical paddling equipment (eg. canoes, paddles, lifejackets, etc.) and group camping equipment (tents, stoves, etc.)

The participant will be responsible for providing his own sleeping bag, clothing and other personal gear. More specific lists will be mailed to registrants prior to the participant meeting.

PARTICIPANT MEETING: Participants and parents of those under eighteen will be required to attend an organizational meeting Wednesday, June 15 at 7:30 p.m. at the Center.

REGISTER EARLY! Only 20 participants can be accommodated.

FOR FURTHER INFORMATION CONTACT: Jane Doe, Outdoor Program Director, Happy Outdoors Center; phone 424-1983.

BEST COPY AVAILABLE

Sample Statement of Health Record

Name _____

Age _____ Sex _____ Height _____ Weight _____

Address _____ Phone _____

Provincial Health Care Number _____

Doctor's Name _____ Phone _____

Contact Person in Emergency _____ Phone(s) _____

Address _____

Health History - (Describe condition/treatment where possible)

Allergies (eg. insect stings, drugs, etc.): _____

_____

Conditions requiring regular medication (eg. diabetes, epilepsy):

_____

Recent injuries, illnesses, operations: _____

_____

Other physical disabilities or chronic conditions (eg. poor eyes): _____

_____

Emotional or behavioral disorders (eg. phobias): _____

_____

Swimming Ability - (check most advanced level attained)

Survival _____ C.R.C. Junior (Blue) _____ C.R.C. Intermediate (Gray) _____

C.R.C. Senior (White) _____ R.L.S.S. Bronze Medallion _____ Other (specify) _____

I, the applicant (parent or guardian of minor applicant) assume full responsibility for the applicant's health being such that the activities will in no way aggravate any conditions present. If in doubt, medical advice will be sought and followed. The sponsoring agency will be notified of any changes in the applicant's health status prior to trip departure.

I declare the statements on this form to be true.

Signature _____ Date _____
(parent or guardian of minor applicant under eighteen)

CONFIDENTIAL MEDICAL HISTORY AND INFORMATION FORM

INSTRUCTIONS

(1) Applicant, with Parent or Guardian completes and signs form.
(2) IMPORTANT: Return completed form immediately to trip leader.

GENERAL INFORMATION

(1) Trip for which you are applying _____

(2) Name _____

(3) Home Address _____
Number Street City State Zip Code

(4) Home Telephone _____ (5) Birthdate _____
Area Code No. Month Day Year

(6) Present Age _____ (7) Today's Date _____
Years Months Month Day Year

(8) Male ____ Female ____ (9) Height _____ Weight _____

(10) Family Physician _____

(11) Physician's Address and Telephone _____

(12) Person to be Notified in Case of Illness or Injury _____
Name

Address _____ Home Telephone _____

(13) Business Telephone _____ Relationship _____

MEDICAL HISTORY

(1) Name any illness or condition for which you are now under treatment and list any medications you are currently taking _____

(2) Date of last dental treatment _____ Name of Dentist _____

(3) If you have had any of the following illnesses, state year of occurrence:

Arthritis_____	Epilepsy or	Mononucleosis_____	Rheumatic Fever_____
Asthma_____	Convulsions_____	Malaria_____	Tuberculosis_____
Chickenpox_____	Gall Bladder	Meningitis_____	Typhoid Fever_____
Colitis_____	Disease_____	Mumps_____	Ulcer (Stomach_____
Cystitis_____	Heart Disease___	Pleurisy_____	or Duodenum)_____
Diabetes_____	Hepatitis or	Poliomyelitis_____	
	Jaundice_____		

(4) If you have had any of the following, state the year of occurrence:

Hernias _____ Dislocations_____ Fractures_____

Concussions_____ Sprains or Strains_____

(5) Name any injuries, illnesses or disabilities not mentioned and year of occurrence:_____

(6) If you have ever been hospitalized, state:

Date	Name and Location of Hospital	Illness
_____	_____	_____
_____	_____	_____
_____	_____	_____

If you have now, or have had, any of the following symptoms or conditions, please circle "Yes," underline and describe the problem. If not, circle "No."

1. Dizziness, loss of consciousness, or recurrent headaches.....Yes.....No
2. Eye, ear, nose, throat or sinus symptoms.....Yes.....No
3. Impairment of sight, hearing, or speech.....Yes.....No
4. Chronic cough or coughing up of blood or close contact with tuberculosis.....Yes.....No
5. Chest pain, shortness of breath, palpitation, swelling of ankles, heart murmur, high blood pressure.....Yes.....No
6. Leg cramps, varicose veins or varicose ulcer.....Yes.....No
7. Sensitivities (allergies) to horse serum (tetanus antitoxin), sulfa, penicillin or other drugs, or other allergies.....Yes.....No
8. Troublesome skin conditions.....Yes.....No
9. Loss of teeth (indicate number of false teeth).....Yes.....No
10. Symptoms related to the gastrointestinal tract, for example: recurring abdominal pain, diarrhea, passing of blood, etc.....Yes.....No
11. Albumin, sugar or blood in urine; kidney stone or other urinary difficulties.....Yes.....No
12. Muscle, joint or back pain, bursitis, sciatica.....Yes.....No
13. Benign or malignant growth or tumor.....Yes.....No
14. Menstrual cramps - severe.....Yes.....No

Give details in regard to any of the above questions from 1-14 which you have circle "Yes."_____

_____

List any medicines to which you are allergic:_____

List any other allergies (insect bites, bee stings, etc.)_____

(7) Do you smoke? Yes ( ) No ( ) If so, how much?_____

(8) Immunizations and Tests:

Check which immunizations have been given and the dates administered:

A. Tetanus_____ DPT_____ Smallpox_____

Typhoid_____ Polio_____

Free tetanus, DPT and Polio boosters can be arranged through the county Dept.

B. Date last chest X-ray, if any_____ Results_____

(9) Is the applicant now under treatment of a psychiatrist?_____ If yes, give psychiatrist's name, address, phone number_____

Has the applicant attended a psychiatric clinic in the past? If yes, give general details._____

(10) Give description of any problems of applicant arising from the misuse of drugs:

_____

I fully understand the occasionally vigorous nature of a backcountry. In the event of an emergency, permission is given for any operation and anesthesia which might become necessary.

_____
(Parent/Guardian print name here)

_____
(Parent/Guardian Signature)

Date:_____

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DRIVER INFORMATION RECORD

Vehicle number:_____
Driver's name:_____
Driver's address:_____
Driver's telephone number:_____
Year, make, and model of vehicle:_____
Insurance company for vehicle:_____
Insurance company address:_____
Insurance company telephone number in case of an accident_____
Policy number:_____
Coverage for collision, comprehensive, fire and theft:_____
_____
Driver's insurance company for liability:_____
Insurance company address:_____
Insurance company telephone number in case of an accident:_____
Policy number:_____
Coverage for liability:_____
_____
Road service coverage:_____
_____

Maintenance and Safety Equipment Checklist:

( ) Flashlight

( ) Jack and handle

( ) Lug wrench

( ) Road flairs, flashers or reflectors

( ) Serviceable spare tire

( ) Service/Owner's manual

( ) State registration number_____

( ) Insurance information

( ) Road service information

( ) Functional seatbelts

( ) Operational, flashing hazard lights

STAFF INTERVIEW GUIDELINES

1. How would your best friend describe you?
2. Further comments on your strengths and weaknesses?
3. Biggest mistake you ever made?
4. Biggest success?
5. How do you feel about working for big organizations?
6. Support of school's drug policy?
7. Describe course objectives of other organizations you have worked for?
8. How can you as an educator facilitate "peak"/growth experiences?
9. What are your concerns about society today?
10. What are you into learning right now?
11. What are some of your life goals?
12. Would you do a solo, run a marathon?
13. How would you characterize your own leadership style?
14. Stressful emergency situations dealt with?
15. Experience in planning/organization?
16. Any outstanding limitations?
17. Sense of humor?
18. Applicant asked good questions?
19. Knowledge/acceptance of OB goals?
20. Life experience?
21. Sense of their judgment?

DATE BY

INTERVIEW WITH

1. Rock Climbing:

2. Mountaineering:

3. Group Work Experience:

4. Safety Questions:

5. Relevant Outside Knowledge:

6. Maturity:

7. Strength of Personality:
(what stands out?)

8. Demeanor:
(presence)

9. Articulation:

10. Will Applicant Wear Well?
(social style)

11. Availability:

12. Application Form:
(concise? literate?)

13. General Summary:
(hire with priority)

OTHER QUESTIONS:

1. Where do you see yourself in ten years?

2. Why do you want to work for this program?

3. List your three best qualities (worst qualities?)

The Keeping of Personal Outdoor Logbooks

While a "log" was historically the record of a ship's journey, it has been widely adopted among outdoor educators as a means of documenting their personal development in the field. It serves to provide a chronological record of the extent of one's outdoor experiences (eg. courses, workshops, personal and leadership instructing and tripping, etc.) which serves as a useful tool for illustrating the breadth and depth of these experiences to others.

Whenever a certification course, workshop, clinic or seminar is attended, the outdoor leader should enter a reasonably detailed outline of observations and knowledge or experience gained. The course conductor should then be asked to read and comment on the log entry, evaluate the participant's achievement in the course and then sign and date his endorsement at the end of the entry. A log with proper endorsements is the strongest proof of one's participation and development and they are already becoming important supplements to resumes by those competing for outdoor instructor/leader positions in many parts of Canada.

Trip logs also have other applications. A record of the following points can serve as a useful future reference to the leader who has written them or to other leaders proposing the same or similar excursions:

1. Course or trip expectations and objectives and later, an evaluation of how these have been fulfilled or accomplished.
2. Dates and departure and arrival times to establish a reasonably accurate idea of time required in making the trip at a given time of the year (eg. spring paddling of a stretch of river will usually be somewhat faster than a fall trip on the same reach).
3. Weather record as well as predictions for every twenty-four hour period. The record may bear a relationship to the distances travelled and morale of the group and a record of predictions will demonstrate the leader's attention and ability at making these.
4. Costs in terms of finances and personal commitment.

5. Nature of the route; where it is, how long it is, what dangers, hazards, and inconveniences were encountered; note good camping sites and drinking water availability. Identify who and what the route is best suited for.
6. In terms of liabilities, detailed circumstantial descriptions of any accidents and all actions taken in responding to them, both the log writer's and others observed. Noteworthy changes of personality in any participant should be recorded along with complaints or signs of physical, mental or emotional stress exhibited by one or more individuals. The more ominous the legal implications, the more care and detail the writer must take in making his log entries. The log is an important legal tool or document it if is recorded in an intact, bound volume. Legal validity may be impaired if words or sentences are erased or if pages are torn out.
7. Notes taken during courses and/or on trips should not be included in the log, but should be kept at the back of the same book.

Sample Trip Log Entry

May 16
- entered May 17, 8:00 a.m.
- located at mouth of Pinto Creek on Wildhay River

Weather May 16
- cloudy and cool all day (10 degrees celcius)
- 80% cloud cover presently
- Prediction for today - cool (8 degrees celcius), periods of rain and drizzle

May 16
- arose at 7:30 a.m. to thumping of grouse
- granola breaky and on the river by 9:00 a.m.
- breaks at 11:00 for tea, 1:00 for lunch and into camp by 5:00 p.m. Breaks about an hour each.
- paddled about forty-five kilometers from Jarvis to Pinto creeks; paddling time about 5 hours.
- demonstrated survival shelters for evening program.
- Rick cut left index finger near the palm deeply (1/8th to 1/4 inches) with his knife while sharpening stakes. No loss of function or feeling. I let it bleed a bit, cleaned around it with soap and water, dabbed cut with Polysporin, placed two butterfly bandages across and wrapped with elastoplast tape to hold butterflies and splint.

May 17
- up and at it by 7:00 a.m.
- oatmeal porridge again; today we ran out of sugar.

Evaluation

- Food is becoming very bland and boring. Eighty cents per person per day is not enough!
- Paddlers shaping up. Many tricky logjams yesterday but no incidents.
- Group two with Joyce is having a few social problems; Joyce tends to come across as quite an obstinate, self-centered person.

TRIP EVALUATION

1. Do you feel the initial purpose of the trip was successfully achieved?

Yes ( ) No ( )

If no, please comment.

2. Please rate the following:

	Poor	Satisfactory	Good	Excellent
Dates for the trip	( )	( )	( )	( )
Pretrip evaluation system	( )	( )	( )	( )
Choice of group members	( )	( )	( )	( )
Area chosen for the trip	( )	( )	( )	( )
Pretrip planning	( )	( )	( )	( )
Seminars	( )	( )	( )	( )
Handouts	( )	( )	( )	( )
Food	( )	( )	( )	( )
Equipment Requirements	( )	( )	( )	( )
Transportation Arrangements	( )	( )	( )	( )
Hiking times per day	( )	( )	( )	( )
Hiking distance per day	( )	( )	( )	( )
Choice of campsites	( )	( )	( )	( )
Safety considerations	( )	( )	( )	( )
Pretrip leadership	( )	( )	( )	( )
Trip leadership	( )	( )	( )	( )
Cost of trip	( )	( )	( )	( )
Other _____	( )	( )	( )	( )

3. How might future trips be improved?

4. If you had it to do all over again, would you have gone on the trip?

Yes ( ) No ( ) Why?

5. Would you be interested in taking future trips with this or any other group?

Yes ( ) No ( ) Why?

6. What did you most enjoy about the trip?

7. What did you least enjoy about the trip?

COURSE REPORT

Procedures: The outline below is provided to help Course Directors and Chief Instructor's prepare concise and informative reports of their courses. Use the outline to structure your report but do not hesitate to enlarge on any area or add any other information which would be helpful in evaluating the program. All reports are to be submitted to the Program Director within 10 days of the end of the course.

I. PRE-COURSE PREPARATION
- A. Course Planning - was it accurate and helpful? Any suggested improvements for format or process?
- B. Reconnaissance - (evaluate)
- C. Orientation - outline and evaluate staff orientation activities

II. LOGISTICS (comment on the following)
- A. Equipment and food
- B. Resupplies and support

III. PROGRAM
- A. Physical Environment
  1. Weather (comment on storms, precipitation, temperatures)
  2. Terrain - any notable hazards? Was it suited to course objectives?
- B. Course Phases (comment on and evaluate)
  1. Beginnings (arrival, initial activity, equipment issue, introduction, etc.)
  2. Training (caliber of instruction, student reaction and final proficiency)
  3. Expeditions (length, hazards, appropriateness)
  4. Solo (problems, student reactions)
  5. Final expeditions (problems, student reactions)
  6. Course end (student and staff debriefings, student interviews, final meeting, departure, etc.)
- C. Physical Activities (comment on hazard, student performance and reaction)
  1. Ropes course/initiative tests
  2. Rock/ice climbing
  3. Peak ascents
  4. Gorge/river crossings
  5. Marathon
  6. Service project
  7. Rescue practice
  8. Other
- D. Goal Realization (comment on the following course objectives)
  1. Changes in student attitudes and values, personal development
  2. Improvement in fitness, knowledge, and skills
  3. Personal relations within student groups
- E. Problem Areas (include both staff and student problems)
  1. Safety
     a. describe any safety concerns and your general impression of the safety of the course.
     b. summarize each accident, illness (whether or not related to the program), and near miss in a short paragraph, giving all pertinent details. Attach accident reports.
  2. Dropouts - list all students who left the course early, giving the student's name, date of departure, and reasons.
  3. Conflicts - coed problems, use of drugs or stimulants, etc.
- F. Other comments - your impressions of the course, the staff, your role, etc.

ATTACHMENTS: accident reports; dropout reports; student, staff, and course evaluations; etc.

CLIMBING LOG

To be filled out each time rope is used. Maintain separate log for each rope. Rope Identification Number or Color: _____

DATE	ACTIVITY	# PERSONS USING	KNOTS TIED

PARAGRAPH A.

FEDERAL REGULATIONS REQUIRE PERSONAL FLOTATION DEVICES.

Coast Guard regulations in Part 175 of Title 33, Code of Federal Regulations require Personal Flotation Devices in the following three situations:

(a) No person may use a recreational boat less than 16 feet in length or a canoe or kayak unless at least one Personal Flotation Device (PFD) of the following types is on board for each person:

(1) Type I PFD
(2) Type II PFD
(3) Type III PFD
(4) Type IV PFD

(b) No person may use a recreational boat 16 feet or more in length, except a canoe or kayak, unless at least one Personal Flotation Device of the following types is on board for each person:

(1) Type I PFD
(2) Type II PFD
(3) Type III PFD

(c) No person may use a recreational boat 16 feet or more in length, except a canoe or kayak, unless at least one Type IV PFD is on board in addition to the PFD's required in Paragraph (b).

THERE ARE FIVE TYPES OF PERSONAL FLOTATION DEVICES

This is a Type III PFD.

NOTE: The following types of PFD's are designed to perform as described in calm water and when the wearer is not wearing any other flotation material (such as a wetsuit).

TYPE I. A Type I PFD has the greatest required buoyancy and is designed to return most unconscious persons in the water from a face down position to a vertical and slightly backward position and to maintain the person in the vertical and slightly backward position and, therefore, greatly increase his or her chances of survival. The Type I PFD is suitable for all waters, especially for cruising on waters where there is a probability of delayed rescue, such as large bodies of water where it is not likely that a significant number of boats will be in close proximity. This type PFD is the most effective of all types in rough water. The Type I PFD is easiest to don in any emergency because it is reversible and available in only two sizes - Adult (90 lb. or more) and child (less than 90 lb.) which are universal sizes (designed to fit all persons in the appropriate category).

TYPE II. A Type II PFD is designed to turn the wearer to a vertical and slightly backward position in the water. The turning action is not as pronounced as with a Type I and the device will not turn as many persons under the same conditions as the Type I. The Type II PFD is usually more comfortable to wear than the Type I. This type PFD is normally sized for ease of emergency donning and is available in the following sizes: Adult (more than 90 lb.)-Medium Child (50 to 90 lb.), and two categories of Small Child (less than 50 lb. or less than 30 lb.). Additionally, some models are sized by chest sizes. You may prefer to use the Type II where there is a probability of quick rescue such as areas where it is common for other persons to be engaged in boating, fishing, and other water activities.

TYPE III. The Type III PFD is designed so that the wearer can place himself or herself in a vertical and slightly backward position, and the device will maintain the wearer in that position and have no tendency to turn the wearer face down. A Type III can be most comfortable, comes in a variety of styles which should be matched to the individual use, and is usually the best choice for water sports, such as skiing, hunting, fishing, canoeing, and kayaking. This type PFD normally comes in many chest sizes and weight ranges; however, some universal sizes are available. You may also prefer to use the Type III where there is a probability of quick rescue such as areas where it is common for other persons to be engaged in boating, fishing, and other water activities.

TYPE IV. A Type IV PFD is designed to be grasped and held by the user until rescued as well as to be thrown to a person who has fallen overboard. While the Type IV is acceptable in place of a wearable device in certain instances, this type is suitable only where there is a probability of quick rescue such as areas where it is common for other persons to be engaged in boating, fishing, and other water activities. It is not recommended for non-swimmers and children.

TYPE V. Type V PFD is a PFD approved for restricted uses. No Type V PFD is currently approved for use on recreational boats to meet the mandatory carriage requirements listed in paragraph (a), (b), or (c) above.

This ends Paragraph a, the verbatim statement taken from the Federal Register as required by the U.S. Coast Guard.

The following Paragraph B is a verbatim statement taken from the Federal Register as required by the U.S. Coast Guard.

PARAGRAPH B.

YOUR PERSONAL FLOTATION DEVICE.

You are required by Federal Regulations to have at least one Coast Guard approved Personal Flotation Device (PFD) for each person in your recreational boat. You may not use your recreational boat unless all your PFD's are in serviceable condition, are readily accessible, are legibly marked with the Coast Guard approval number, and are of an appropriate size (within the weight range and chest sizes marked on the PFD) for each person on board.

WHY DO YOU NEED A PFD?

Your PFD provides buoyancy to help keep your head above the water and to help you remain in a satisfactory position in the water. The average weight of an adult is only 10 to 12 pounds in the water and the buoyancy provided by the PFD will support that weight in water. Unfortunately, your body weight does not determine how much you will weigh in water. In fact, your weight in water changes slightly throughout the day. There is no simple method of determining your weight in water. You should try the device in the water to make sure it supports your mouth out of the water. Remember, all straps, zippers, and tie tapes must be used and of course the PFD must be the proper size (size limitations are on the label).

THINGS TO CONSIDER ABOUT PFD's.

(1) USCG Approval of a PFD does not imply that it is ideal for all uses. For instance, there are a number of PFD's which are better suited for waterskiing and others for white water canoeing and kayaking. These and other PFD's are labeled accordingly.

(2) Some PFD's are more rugged and durable than others but usually cost more. You should evaluate the trade-offs of cost, your intended use, and how often the PFD will have to be replaced.

(3) The use of most Type IV throwable PFD's usually requires you to grasp the device until rescued, which could prove difficult if there is an extended delay or if you are overcome by hypothermia (loss of body heat to the water). Also, it implies that if you find yourself in the water there will be someone available to throw it to you.

EACH OF THESE DEVICES IS INTENDED TO HELP YOU SAVE YOUR OWN LIFE.

For your PFD to function properly, follow these suggestions to insure that it floats, and remains in good condition:

(1) Try your wearable PFD on and adjust it until it fits comfortably in and out of the water.

(2) Try your PFD out in the water. This will show you how it works and will give you confidence when you use it. You should be aware that your PFD may perform differently under different conditions such as in swift water, with bulky clothing, etc.

(3) Mark your PFD with your name, if you are the only wearer.

(4) Do not alter your PFD. If it doesn't fit properly, get one that does. An altered device is no longer Coast Guard Approved.

(5) Your PFD is not intended for use as a fender or kneeling pad.

(6) Inspect your PFD periodically to insure that it is free of rips, tears, or holes, that the flotation pads have no leaks, and that all seams and joints are securely sewn.

(7) Keep your PFD away from sharp objects which may rip the fabric or puncture the flotation pads.

(8) If your PFD contains kapok, the kapok fibers may become waterlogged and lose their buoyancy after the vinyl inserts are split or punctured. When the kapok becomes hard or if the kapok is soaked with water, the PFD is no longer serviceable. It may not work when you need it and must be replaced.

(9) If your PFD is wet, allow it to dry thoroughly before storing it. Store in a well ventilated area.

(10) Do not dry your PFD in front of a radiator or other source of direct heat.

(11) If you must swim while wearing your PFD use a back or side stroke.

PFD's AND CHILDREN

A child is difficult to float in a safe position because of the distribution of body weight and because a child tends to panic when suddenly in an unfamiliar environment. The violent movement of the arms and legs in an attempt to "climb out" of the water tends to nullify the stability of the PFD. An approved device will keep a child afloat, but now always in a face up position. A child should be taught how to put on the device and should be allowed to try it out in the water. It is important that the child feels comfortable and knows what the PFD is for and how it functions. Parents should note, however, the PFD's are not a substitute for adult supervision.

WEAR YOUR PFD.

Your Personal Flotation Device won't help you if you don't have it on. If you don't choose to wear it at all times, you should keep it handy and put in on when heavy weather threatens, or when danger is imminent. Don't wait until it is too late; non-swimmers and children especially should wear the PFD's at all times when on or near the water.

HYPOTHERMIA.

Hypothermia, the loss of body heat to the water, is a major cause of deaths in boating accidents. Often the cause of death is listed as drowning; but, most often the primary cause is hypothermia and the secondary cause is drowning. After an individual has succumbed to hypothermia, he will lose consciousness and then drown. The following chart shows the effects of hypothermia.

HYPOTHERMIA CHART

Water Temp. (degrees F.)	Exhaustion or Unconsciousness	Expected Time of Survival
32.5	Under 15 min.	Under 15-45 min.
32.5-40	15-30 min.	30-90 min.
40-50	30-60 min.	1-3 hr.
50-60	1-2 hr.	1-6 hr.
60-70	2-7 hr.	2-40 hr.
70-80	3-12 hr.	3 hr.-indefinite
Over 80	Indefinite	Indefinite

PFD's can increase survival time because of the insulation they provide. Naturally, the warmer the water, the less insulation one will require. When operating in cold waters (below 40° F.) consideration should be given to using a coat or jacket style PFD as they cover more of the body than the vest style PFD's.

Some points to remember about hypothermia protection:

(1) While afloat in the water, do not attempt to swim unless it is to reach a nearby craft, fellow survivor, or a floating object on which you can learn or climb. Unnecessary swimming increases the rate of body heat loss. In cold water drown-proofing methods that require putting your head in the water are not recommended. Keep your head out of the water. This will greatly lessen heat loss and increase your survival time.

(2) Keep a positive attitude about your survival and rescue. This will improve your chances of extending your survival time until rescue. Your will-to-live does make a difference!

(3) If there is more than one person in the water, huddling is recommended while waiting to be rescued. This action tends to reduce the rate of heat and thus increase the survival time.

(4) Always wear your PFD. It won't help you fight off the effects of hypothermia if you don't have it on when you go into the water.

REMEMBER — SAFE BOATING IS NO ACCIDENT.

If you need more information about PFD's and safe recreational boating, contact your state boating authority, U.S. Coast Guard Auxiliary, U.S. Power Squadron, Red Cross, or your nearest unit of the U.S. Coast Guard.

This device, or any part thereof, is not intended to be attached to a boat, either temporarily or permanently.

(End of PARAGRAPH B)

American Whitewater Affiliation Safety Code

Personal Preparedness and Responsibility

1. Be a competent swimmer, with ability to handle yourself underwater.
2. WEAR a lifejacket.
3. Keep your craft under control. Control must be good enough at all times to stop to reach shore before you reach any danger. Do not enter a rapid unless you are reasonably sure you can safely navigate it or swim the entire rapid in event of capsize.
4. BE AWARE OF RIVER HAZARDS AND AVOID THEM.
   Following are the most frequent KILLERS.
   High Water. The river's power and danger and the difficulty of rescue increase tremendously as the flow rate increases. It is often misleading to judge river level at the put-in. Look at a narrow, critical passage. Could a sudden rise from sun on a snowpack, rain, or a dam release occur on your trip?
   Cold. Cold quickly robs one's strength, along with one's will and ability to save oneself. Dress to protect yourself from cold water and weather extremes. When the water temperature is less than 50°F, a diver's wet suit is essential for safety in the event of an upset. Next best is wool clothing under a windproof outer garment such as a splashproof nylon shell; in this case, one should also carry matches and a complete change of clothes in a waterproof package. If, after prolonged exposure, a person experiences uncontrollable shaking or has difficulty talking and moving, he must be warmed immediately by whatever means available.
   Strainers. Brush, fallen trees, bridge pilings, or anything else which allows river current to sweep through but pins boat and boater against the obstacle. The water pressure on anything trapped this way is overwhelming, and there may be little or no whitewater to warn of danger.
   Weirs, reversals, and souse holes. The water drops over an obstacle, then curls back on itself in a stationary wave, as is often seen at weirs and dams. The surface water is actually going upstream, and this action will trap any floating object between the drop and the wave. Once trapped, a swimmer's only hope is to dive below the surface where current is flowing downstream, or try to swim out the end of the wave.
5. Boating alone is not recommended. The preferred minimum is three craft.
6. Have a frank knowledge of your boating ability. Don't attempt waters beyond this ability. Learn paddling skills and teamwork, if in a multiple-manned craft, to match the river you plan to boat.
7. Be in good physical condition consistent with the difficulties that may be expected.
8. Be practiced in escape from an overturned craft, in self-rescue, in rescue, and in artificial respiration. Know first aid.
9. The Eskimo roll should be mastered by kayakers and canoers planning to run large rivers and/or rivers with continuous rapids where a swimmer would have trouble reaching shore.
10. Wear a crash helmet where an upset is likely. This is essential in a kayak or covered canoe.
11. Be suitably equipped. Wear shoes that will protect your feet during a bad swim or a walk for help, yet will not interfere with swimming (tennis shoes recommended). Carry a knife and waterproof matches. If you need eyeglasses, tie them on and carry a spare pair. Do not wear bulky clothing that will interfere with your swimming when waterlogged.

Boat and Equipment Preparedness

1. Test new and unfamiliar equipment before relying on it for difficult runs.
2. Be sure craft is in good repair before starting a trip. Eliminate sharp projections that could cause injury during a swim.
3. Inflatable craft should have multiple air chambers and should be test-inflated before starting a trip.
4. Have strong, adequately sized paddles or oars for controlling the craft and carry sufficient spares for the length of the trip.
5. Install flotation devices in noninflatable craft, securely fixed and designed to displace as much water from the craft as possible.
6. Be certain there is absolutely nothing to cause entanglement when coming free from an upset craft; i.e., a spray skirt that won't release or tangles around legs; lifejacket buckles or clothing that might snag; canoe seats that lock on shoe heels; foot braces that fail or allow feet to jam under them; flexible decks that collapse on boater's legs when a kayak is trapped by water pressure; baggage that dangles in an upset; loose rope in the craft, or badly secured bow/stern lines.
7. Provide ropes to allow you to hold onto your craft in case of upset, and so that it may be rescued. Following are the recommended methods:
   Kayaks and covered canoes should have 6-inch-diameter grab loops of 1/4-inch rope attached to bow and stern. A stern painter 7 or 8 feet long is optional and may be used if properly secured to present entanglement.
   Open canoes should have bow and stern lines (painters) securely attached, consisting of 8 to 10 feet of 1/4- or 3/8-inch rope. These lines must be secured in such a way that they will not come loose accidentally and entangle the boaters during a swim, yet they must be ready for immediate use during an emergency. Attached balls, floats, and knots are not recommended.
   Rafts and dories should have taut perimeter grab lines threaded through the loops usually provided.
8. Respect rules for craft capacity and know how these capacities should be reduced for whitewater use. (Life raft ratings must generally be halved.)
9. Carry appropriate repair materials: tape (heating duct tape) for short trips, complete repair kit for wilderness trips.
10. Cartop racks must be strong and positively attached to the vehicle, and each boat must be tied to each rack. In addition, each end of each boat should be tied to car bumper. Suction cup racks are poor. The entire arrangement should be able to withstand all but the most violent vehicle accident.

Leader's Preparedness and Responsibility

1. River conditions. Have a reasonable knowledge of the difficult parts of the run, or if an exploratory trip, examine maps to estimate the feasibility of the run. Be aware of possible rapid changes in river level and how these changes can affect the difficulty of the run. If important, determine approximate flow rate or level. If trip involves important tidal currents, secure tide information.
2. Participants. Inform participants of expected river conditions and determine if the prospective boaters are qualified for the trip. All decisions should be based on group safety and comfort. Difficult decisions on the participation of marginal boaters must be based on total group strength.
3. Equipment. Plan so that all necessary group equipment is present on the trip: 50-to-100 foot throwing rope, first aid kit with fresh and adequate supplies, extra paddles, repair materials, and survival equipment if appropriate. Check equipment as necessary at the put-in, especially lifejackets, boat flotation, and any items that could prevent complete escape from the boat in case of an upset.

4. Organization. Remind each member of individual responsibility in keeping group compact and intact between leader and sweep (capable rear boater). If group is too large, divide into smaller groups, each of appropriate boating strength, and designate group leaders and sweeps.
5. Float plan. If trip is into a wilderness area or for an extended period, your plans should be filed with appropriate authorities or left with someone who will contact them after a certain time. Establishment of checkpoints along the way at which civilization could be contacted if necessary should be considered. Knowing location of possible help could speed rescue in any case.

In Case of Upset

1. Evacuate your boat immediately if there is imminent danger of being trapped against log, brush, or any other form of strainer.
2. Recover with an Eskimo roll if possible.
3. If you swim, hold onto your craft. It has much flotation and is easy for rescuers to spot. Get to the upstream end so craft cannot crush you against obstacle.
4. Release your craft if this improves your safety. If rescue is not imminent and water is numbing cold, or if worse rapids follow, then strike out for the nearest shore.
5. Extend your feet downstream when swimming rapids to fend against rocks. Look ahead. Avoid possible entrapment situations: rock ledges, fissures, strainers, brushs, weirs, reversals, and souse holes. Watch for eddies and slackwater so that you can be ready to use these when you approach. Use every opportunity to work your way toward shore. [Also, the Red Cross recommends that you should never stand up in fast-moving current or in a chute unless the water is too shallow for swimming. Try to get into an eddy or slow-moving water before standing up.]
6. If others spill, go after the boaters. Rescue boats and equipment only if this can be done safely.

International Scale of River Difficulty

(If rapids on a river generally fit into one of the following classifications but the water temperature is below 50°F, or if the trip is an extended trip in a wilderness area, the river should be considered one class more difficult than normal.

CLASS I Moving water with a few riffles and small waves. Few or no obstructions.

CLASS II Easy rapids with waves up to 3 feet, and wide, clear channels that are obvious without scouting. Some maneuvering is required.

CLASS III Rapids with high, irregular waves often capable of swamping an open canoe. Narrow passages that often require complex maneuvering. May require scouting from shore.

CLASS IV Long, difficult rapids with constricted passages that often require precise maneuvering in very turbulent waters. Scouting from shore is often necessary, and conditions make rescue difficult. Generally not possible for open canoes. Boaters in covered canoes and kayaks should be able to Eskimo roll.

CLASS V Extremely difficult, long, and very violent rapids with highly congested routes which nearly always must be scouted from shore. Rescue conditions are difficult, and there is significant hazard to life in event of a mishap. Ability to Eskimo roll is essential for kayaks and canoes.

CLASS VI Difficulties of Class V carried to the extreme of navigability. Nearly impossible and very dangerous. For teams of experts only, after close study and with all precautions taken.

EMERGENCY PROCEDURES FOR OUTDOOR PROGRAMS

by
Alistair, McArthur, Director
Canadian Outward Bound Wilderness School

An examination of administrative procedures for a serious accident or fatality.

A. First, second and third priority tasks.

B. Notification of next of kin.

C. Securing the field situation.

D. Aircraft and helicopter alert.

E. Reporting and documentation.

F. Communication with news media.

G. Legal implications.

H. Liability insurance.

I. Post accident liaison with the family.

Important Points

1. List of key personnel and phone numbers.

2. Relevant addresses.

3. Easy access to records.

4. Next of kin - sensitivity, honesty, promptness and integrity.

5. Continuity of program - creative, sensitive, needs assessment of personnel.

6. Aircraft/helicopter alert - availability, information on the site, weather and terrain.

7. Reports - immediate, detailed, verbal, written, taped, legal considerations, distribution, external, internal and police.

8. News media - facts, press release, spokesperson, honesty, withholding information, equal access and restrictions.

EMERGENCY EVACUATION PROCEDURES
(To be filled out in case of emergency)

1. Leader of Group_____

2. Name of Group_____

3. Injured or sick person: Name_____

   Age_____ Weight_____ What is wrong?_____

4. Person left to administer first aid and emergency care_____ _____

   What is being done?_____

   Special equipment or medicines needed_____

5. Exact location of patient (include a marked map)_____
   _____

6. Number of persons sent for help (2 or 3 strongest members of group) Names:_____
   _____

7. Is group planning to attempt an evacuation?_____

   Criteria for evacuation - all must be yes:

   A. Is group large enough?_____
   B. Is group capable of this particular evacuation?_____
   C. Is evacuation route terrain easy to moderate?_____
   D. Will the problem get worse by waiting?_____
   E. Can you predetermine the route, road head, and send someone to notify the proper authority?_____
   F. Will patient's condition stay the same in spite of rough handling or will patient's condition be better than if you waited for a fully equipped team?
      _____

8. Mark map (or make one) with exact location and evacuation route and give details in writing_____
   _____

9. Names and phone numbers of persons to call:

   Sheriff_____ _____

   Rescue squad or group_____ _____

   Base camp or contact person_____ _____

*Persons sent for help need to carry water, food, map and compass, clothing, sleeping bag, and flashlight (if night or late afternoon). Medical release, and insurance information should remain with patient. Group should move quickly but should not run to the trail head and get to the nearest phone and call the contact numbers reading the information on this paper. Do not hang up until all questions are answered and wait at trailhead to assist the rescue party unless instructed to do otherwise. Do not give information to news media.

EMERGENCY PHONE NUMBER LIST - To be filled out and carried in First Aid Kit(s).

Location of Trip or Expedition: _____

Location of nearest town(s), cit(ies) or phones: (pay phone, home phone)

_____

Name and Phone number of nearest doctor, hospital or medical facility:

_____

_____

Name and phone number of nearest county sheriff's department:

_____

Name and phone number of nearest state or federal park station:

_____

Name and phone number of nearest national forest headquarters:

_____

Name and phone number of immediate supervisor of organization:

_____

Phone number of Highway Patrol emergency:

Ask operator to dial.

FIELD INJURY/ILLNESS REPORT

COURSE #: _____

INSTRUCTOR: _____

ASSISTANT: _____

Date: _____ Time: _____

Patient's Name: _____ Age: ____
Date of Birth: ___/___/___ __Male __Female

Patient's General Condition: __Fair
__ Good __ Serious __ Fatal

Chief Problem(s): _____

History of Problem: _____

Allergies: _____

Medications: _____

Exam Findings: _____

EVACUATION DETAILS

___ Need to Evacuate __ In Process

Exact Location: (use map or chart also)

Terrain:

WEATHER: _____ Temp. ____ Precip. ____

Wind _____ Clouds ____ Vis. _____

CONDITION OF GROUP: ___ Poor ___ Good

IMMEDIATE NEEDS:

___ Stretcher
___ Personnel #___
___ Food
___ Clothing
___ Shelter
___ Other: _____
___ Doctor
___ First Aid Supplies
___ Boat
___ Vehicle
___ Air Evac.

Senior Medical Person: _____

Time Evacuation Requested: _____

Time Evacuation Occurred: _____

Facility or Hospital: _____

Phone # at Present Location: _____

TO BE COMPLETED BY DOCTOR

TIME AND DATE OF APPOINTMENT: _____
DIAGNOSIS OR IMPRESSION: _____

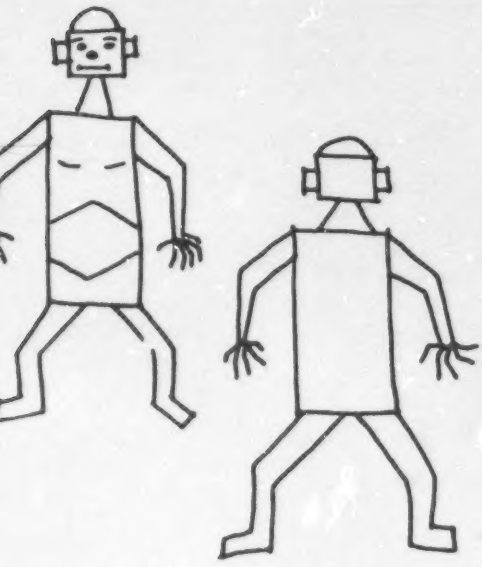
TREATMENT: _____

Do you wish to see student again for this injury or illness? ___YES ___NO
Do you recommend any physical restrictions? _____

PHYSICIAN'S NAME: _____ PHONE: _____

PHYSICIAN'S SIGNATURE: _____

DESCRIBE AND DRAW IN TYPE AND LOCATION OF INJURIES:



___ Head Injury
___ Laceration
___ Abrasion
___ Fracture
___ Sprain/Strain
___ Crushing
___ Other(Specify): _____

___ Puncture
___ Gunshot
___ Amputation
___ Asphyxia
___ Burn
___ Electrocution

TREATMENT GIVEN: _____

_____

_____

_____

_____

MEDICATION GIVEN: _____

DOSAGE: 1. _____ 2. _____

TIME: 1. _____ 2. _____

FORM COMPLETED BY: _____

_____

REMEMBER TO REPEAT EXAM AND VITAL SIGNS FREQUENTLY

VITAL SIGNS FLOW SHEET

Time	Pulse	B/P	Resp.	Airway	Pupils	Level of consc.	skin	temp.
		/						
		/						
		/						
		/						

INTERVIEW SHEET: MISSING PERSON QUESTIONNAIRE

1. Person completing this form is _____

2. Person reporting incident is _____
   Age _____ Relationship to victim _____

3. Victim's Name _____ Sex ____ Age ____ Race _____

   Victim's Address _____ Phone _____

   Physical Description: Height _____ Weight _____ Build _____

   Hair Color _____ Other Characteristics _____

   Clothing: Hat _____ Coat _____

   Pants _____ Boots _____ Skis _____

   Gloves _____ Glasses or goggles _____

4. Travel: Started from _____

   Last Seen Point _____

   Last Seen By _____

   Time Last Seen _____ Companions _____

   Destination _____ Known or unknown? _____

5. Equipment: Prepared for emergency? _____ X-country skis? _____

   Overnight equipped? _____ Food? _____ Matches? _____

6. Experience: (Ski skill, camping history, ski touring, etc.) _____

   _____

7. Health and Medical Facts _____

8. Personality: Smoke? ___ Drink? ___ Drugs? ___ Very Religious? _____

   Like to be alone? _____ Afraid of dark? _____ History of depression? _____

   Running away? _____ Ever been in trouble with law? _____ Now? _____

   Hitchhike often? _____ Might ski home? _____

9. Phone numbers of friends, companions, etc. _____

10. Other pertinent facts _____

    _____

    _____

_____ ACCIDENT REPORT
(School/Program)

1. A. INJURY☐ ILLNESS☐ INCIDENT☐ (describe)_____
(Near Miss) (choose from Part II)

DATE_____ ACTIVITY_____ TIME_____
(Choose from Part II)

GEOGRAPHIC LOCATION_____

B. Med. Evacuation No☐ Yes☐ Method_____
Med. Facility No☐ Yes☐ Doctor's Name_____
Day(s) Lost No☐ Yes☐ How many?___: Course Completed No__Yes__
Pre-existing Condition? No☐ Yes☐: Course #____: length____:day___

C. Weather: Temp._____ clouds_____ precip._____ winds_____ visibil._____

NARRATIVE: (Describe how the accident happened, include medical treatment given, and disposition of victim. Attach physician's report if victim was examined/treated by one.)

ANALYSIS: (Include any recommendations, suggestions and observations.)

Instructor/supervisor: _____ CD:_____

Victim M/F (Name): _____ Age:_____

SIDE -2- (Reports to be used for "inside" information only)

II. A. Type of Injury/Illness (May be duplicated from Part I.)

☐ Abrasion	☐ Frostbite	☐ AMS (altitude)	☐ Hyperthermia
☐ Burn	☐ Laceration	☐ Allergy	☐ Hypothermia
☐ Concussion	☐ Puncture	☐ Dermatitis	☐ Infection
☐ Contusion	☐ Sprain	☐ Fever	☐ URI (Resp.)
Fatigue	Strain	Gastrointestinal	Urinary Tract

Other _____

B. Program Activity

☐ camp	☐ expedition	☐ run/dip	☐ snowshoe
☐ canoe/kayak	☐ hike/portage	☐ sail	☐ solo
☐ climb/rappel	☐ marathon	☐ service	☐ swim
☐ cooking	☐ raft	☐ ski	☐ van/vehicle
☐ cycle	☐ ropes course		

Other _____

III. Contributing Factors or Type or Near Miss/Incident (you can check more than one)

☐ clothing	☐ fatigue	☐ slip/fall
☐ darkness	☐ student misbehavior	☐ speed
☐ drugs	☐ lightning	☐ instruction
☐ equipment	☐ medication	☐ supervision
☐ exceed abilities	☐ missing/lost	☐ unbelayed
☐ failed to follow instructions	☐ protection failure	☐ unfit student
☐ falling rock/object	☐ psychological	☐ weather
☐ fast water		

Other _____

COMMENTS BY CD AND/OR PD

REPORT PREPARED BY: _____ DATE: _____
COURSE DIRECTOR REVIEW BY: _____ DATE: _____
PROGRAM DIRECTOR REVIEW BY: _____ DATE: _____

Program Name: _____

Address: _____

_____

Telephone(s): ( )_____ ( )_____

Director: _____

Parent organization or other: _____

Funding: check one ☐ state/prov. ☐

☐ private Annual budget: _____

☐ federal

☐ corporate

use: ☐ seasonal ☐ year round facility: ☐ mobile ☐ base camp

Year established: _____ Number of years of continuous operation _____

Number of staff: _____ program supervisor

_____ direct program

_____ support

_____ administrative

Number of clients per year: _____

Number user days (no. of clients x no. of days of program) per year _____

Client profile: (age, sex, populations) _____

_____

_____

Average length of stay: _____

Program Profile: (length, type, number, activity components, specialties) _____

_____

_____

Internships ☐ available ☐ not available

Salary scales: (Instructors)

☐ under $10,000 ☐ 15,000 - 18,000 ☐ 24,000 - 27,000

☐ 10,000 - 12,000 ☐ 18,000 - 20,000 ☐ 27,000 - above

☐ 12,000 - 15,000 ☐ 20,000 - 24,000